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ABSTRACT

The evaluation of the Dade County Public Schools, Florida 1983-84 Beginning Teacher Program was designed to achieve these specific goals: (1) assess the extent to which program operations and procedures facilitated the implementation of major project components; and (2) determine the program's effectiveness in achieving its major outcome of improving the teaching performance of beginning teachers. Successful completion of the Beginning Teacher Program is required for regular teacher certification in the State of Florida. Findings indicated considerable progress by project staff in implementing earlier evaluation recommendations. Major program components were appropriately implemented during 1983-84, and the program had significant positive impact on the majority of beginning teachers. Recommendations included improving program training through workshops, improving speed in identification of beginning teachers, and continued periodic monitoring of support teams. The evaluation was conducted through the use of interviews, document reviews, and surveys. Appendices include interview questions and questionnaires used in the study with beginning teachers and support team members. (DWH)

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# DADE COUNTY PUBLIC SCHOOLS

# EVALUATION OF THE 1983-84 BEGINNING TEACHER PROGRAM

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# EVALUATION OF THE
# 1983-84 BEGINNING TEACHER PROGRAM

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Office of Educational Accountability
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September, 1984

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# EXECUTIVE SUMMARY

The 1983-84 school year marked the second year of the Beginning Teacher Program implementation within the Dade County Public Schools. One of the requirements for regular teacher certification in the State of Florida, is completion of the Beginning Teacher Program (BTP) which certifies that a beginning teacher has successfully demonstrated each of twenty-three generic teaching competencies. These competencies may be classified within the general categories of communications skills, basic general knowledge, technical skills, administrative skills, and interpersonal skills. The program facilitates the beginning teachers' attainment of these competencies by providing supervised support for a full school year. Details of the program's operational requirements and the nature of the program services appear in State Board rule 6A-6.75. In summary, this rule specifies that support is provided for a full school year by a support team which consists, minimally, of a building-level administrator, peer teacher, and one other professional educator.

A total of 911 individuals participated in the program as beginning teachers during 1983-84. Of that number, 86 were enrolled in the program midyear during 1982-83. All 86 of these teachers successfully completed the program during the 1983-84 school year. Another 550 teachers entered the program during August - October 1983, 367 of which met the criteria for program completion* by the end of the school year.** During February 1984, another 273 teachers were enrolled in the program. These teachers were not eligible to complete the program by June 1984.

The purpose of the 1983-84 BTP evaluation was to determine the extent to which mandated and appropriate procedures were implemented and to determine the extent to which the teaching performance of beginning teachers on major assessment categories had improved during the school year. Numerous evaluation activities were conducted for the purpose of obtaining relevant data on project activities and outcomes. These activities included the following: (1) interviews with a random sample of beginning teachers and their assigned support team members; (2) surveys of each program participant for the purpose of assessing perceptions of beginning teacher performance; (3) time/activity surveys to each program participant to obtain estimates of the time spent in BTP-related activities; and (4) reviews of relevant program documents.

Data obtained from evaluation activities form the basis for the following findings regarding the Beginning Teacher Program:

1. In the 1982-83 evaluation of the Beginning Teacher Program, numerous problem areas related to the program's implementation were reported. Considerable progress was made by project staff toward the implementation of each of the 1982-83 evaluation recommendations to improve the program. It was concluded that many of the improvements in the operations of the 1983-84 program are the result of the commitment of program staff to improvements and the effective utilization of the evaluation in program management.

*(180 student days)

**The remaining 183 teachers have not as yet met the 180 student days requirement and have been carried over into 1984-85

2. At the majority of sites in which interviews were conducted, the major components of the program were implemented appropriately and as mandated. Specifically, training procedures were implemented for the purpose of providing an overview of program purposes and procedures. Most participants indicated that information relevant to the effective implementation of the program was communicated in the training activities. In cases where additional information was needed, sufficient direction was usually given by BTP project personnel.

   In the majority of cases, beginning teachers were assigned support teams. The support process generally involved each of the support team members. Most of the support team members reported giving at least a moderate degree of assistance to the beginning teacher(s) in areas related to each of the assessment categories. Beginning teachers, in turn, generally agreed that they had received at least a moderate degree of assistance in each assessment category and that the support team members fulfilled their major BTP roles and responsibilities. In the majority of cases, regular assessments of teaching performance were conducted, professional development plans were formulated and updated, and relevant BTP documents were on file.

3. Significant numbers of participants had a more positive perception of beginning teacher performance at the end of the school year than during the initial months of the school year. Significantly fewer of the beginning teachers and support team members rated the performance of beginning teachers as "weak." This was accompanied by significant increases in the number of participants who viewed the performance of beginning teachers as "strong." These findings were consistent across all of the participant subgroups and across each of the TADS categories. Since the TADS categories are correlated with the generic competencies, improvements in these categories are indicative of improvements on the generic competencies.

4. A variety of prescriptions was used to remediate the teaching skills of beginning teachers who received unsatisfactory performance ratings. Overall, data indicate that these prescriptions were effective in remediating deficiencies. Among the teachers who entered the program between August and October, there was a substantial reduction in the number of participants who were given unsatisfactory performance appraisals between the first and second semesters of the school year. Of the teachers who received unsatisfactory ratings during the first semester, 32% were unsatisfactory during the second semester.

   Of the building level administrators who were interviewed and who had assigned prescriptions, most indicated that the prescriptions were effective. This was supported by most of the interviewed beginning teachers who had been assigned prescriptions because of an unsatisfactory summative assessment. Survey data also indicate considerable improvements in the perceptions of beginning teachers about their performance among those who reported that they had been assigned a remediation activity.

5. Some problems and areas of concern were reported by a significant number of participants that were interviewed. These concern areas related to program preparation and training, paperwork requirements, the identification of beginning teachers, and the utility of the program for experienced teachers.

   Although many of the interviewed participants indicated that they were informed of and understood the major program requirements, a substantial number continued to experience some uneasiness. Many indicated that the training component of the program would be improved significantly if the training videotapes were replaced or supplemented with workshops in which specific questions could be addressed and immediate feedback could be given. Many also suggested further direction and, if possible, prototypes of documents such as the professional development plans.

   Concerns regarding paperwork emerged primarily as a result of the professional development plan and the completion of some forms used in the evaluation of the program. This concern was expressed most often by administrators of schools having several beginning teachers.

   A small number of beginning teachers who were interviewed had a considerable amount of full-time teaching experience. Most of these teachers and their administrators felt that the program was of little benefit to such teachers. This, however, is contradicted by the survey data. Data from the surveys indicate that the majority of teachers who had more than three years of full-time teaching experience prior to August 1983 perceived that the program had a positive impact upon their professional development.

## RECOMMENDATIONS

Evaluation data indicate that the major components of the Beginning Teacher Program were appropriately implemented during 1983-84, and the program was perceived to have a significant and positive impact upon the majority of beginning teachers. Although some areas of concern were identified by participants, the frequency and severity of these concerns do not appear to adversely affect the operation or the outcomes of the program. A continuation of current efforts to improve the process component of the program is suggested.

The findings of the study form the basis for the following recommendations:

1. Improve the program training component by incorporating district, area, or school-level workshops for beginning teachers and peer teachers, contingent upon the availability of funds.

2. Continue the communication network between Staffing Control and the BTP office in an effort to identify and eliminate barriers to speedy identification of beginning teachers.

3. Continue the periodic monitoring of support teams to ensure that teams are functioning properly. This should continue to include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

4. Continue the procedures that have been implemented to inform and update participants about the Beginning Teacher Program during the school year.

5. Conduct a study of the cost/effectiveness of the Beginning Teacher Program for experienced teachers with a study of the impact that the beginning teacher definition has upon the District. Findings of this study should form the basis for appropriate recommendations to the Department of Education.

# INTRODUCTION

## Purpose and Goals

Among the prerequisites for regular teaching certification in the State of Florida is the participation of a teacher in a year-long Beginning Teacher Program (BTP). The Beginning Teacher Program has as its major goal the development of highly skilled and competent teaching professionals. This is accomplished through a formalized program of support, training and documentation of generic teaching competencies for beginning teachers. Originally, the beginning teacher (BT) was operationally defined as a teacher who held a bachelor's degree or equivalent vocational temporary certificate and who did not have three full years of successful out-of-state teaching experience within the last ten years, in increments of not less than one full year (Rule 6A-5.75 Florida Administrative Code). During 1983-84, the beginning teacher was operationally redefined as a teacher holding a temporary certificate and who seeks to attain regular certification. Waiver from the program as a result of out-of-state experience was in effect only if application for a regular certificate was made prior to July 1, 1983.

Successful completion of the program is determined by the demonstration of twenty-three generic teaching competencies, participation in the program for a full school-year, and recommendation for certification by the district superintendent. Of fifty-two major competencies that were submitted to a broad sample of Florida teachers, these twenty-three were given the highest rating of importance in the practitioner's day-to-day teaching activities. These competencies appear in Appendix C.

Emphasizing the development of pedagogical skills, the program is designed (1) to assist beginning teachers in their continuing professional development and (2) to ultimately impact student learning by providing a set of supervised support services for teachers in their first year(s) of teaching in Florida. Supervised support, feedback, and training are regularly provided to the beginning teachers by a team of experienced and competent educators, referred to as the support staff. This assistance is intended to facilitate the continuation of the beginning teacher's professional development and to increase the beginning teacher's success in the demonstration of the generic competencies.

## Program Implementation

In its efforts to improve the quality of its educational systems, the State of Florida began implementation of the Beginning Teacher Program on July 1, 1982. The 1983-84 school term marked the second year of Beginning Teacher Program implementation within the Dade County Public Schools.

In 1983-84, beginning teachers entered the program during one of two periods of enrollment. The first enrollment period began in August 1983 and consisted of beginning teachers who were hired between August and October 7, 1983. A total of 550 individuals met this criterion. In February 1984, beginning teachers who were hired between October 10, 1983 and February 13, 1984 were

placed in phase two of the program. A total of 278 teachers participated in this phase of the program. Overall, the beginning teachers were distributed over 192 work locations.

Procedures for implementation of the program in Dade County have been specified in the District's 1983-84 DCPS Plan for the Florida Beginning Teacher Program. The program included, but was not limited to, the criteria set forth in Rule 6A-5.75(4) Florida Administrative Code. However, the major operational features and mechanisms for assisting the beginning teachers are briefly discussed below.

Support Staff. Upon establishing that a newly hired teacher meets the beginning teacher eligibility criteria, a support team is assigned to assist the teacher. The support staff team include a peer teacher, a building-level administrator and at least one other professional educator. Team members are defined as follows:

1. Peer Teacher (PT) - An experienced teacher who holds a valid regular certificate and teaches at the same level, in the same subject area, or the same service area as the beginning teacher. This teacher shall possess the special knowledge and competencies needed to provide adequate support for the development of beginning teachers.

2. Building-Level Administrator (BLA) - A certificated school-based administrator. The school principal usually serves in this capacity.

3. Other Professional Educator (OPE) - A professionally trained and experienced individual. This may include, but is not limited to, teacher education center directors, staff development specialists, curriculum directors, instructional supervisors or specialists, college or university teacher educators. During 1983-84 an assistant principal usually fulfilled the role of the Other Professional Educator.

The support staff is formally assigned the responsibility of providing direct supervised support services. This support is designed to enhance the performance of the beginning teacher through observation and through the provision for corrective feedback and training activities. The responsibilities of individual support staff members in the provision of supervised support to the beginning teacher are depicted in Figure 1.

Professional Development Plan. To assist in the improvement and the demonstration of acceptable teaching performance, a professional development plan (PDP) is formulated for each beginning teacher after the teacher's first observation. This plan is reviewed and modified, as needed, subsequent to each summative observation. The PDP is the specification of target competencies (identified on the basis of information provided by the formative evaluation) and training activities needed to improve performance on the competencies.

The plan is developed by the support staff with the knowledge and participation of the beginning teacher.

Portfolio. The Beginning Teacher Program requires the maintenance of a portfolio for each beginning teacher. The portfolio includes any documentation of support team efforts and documentation of the beginning teacher's performance. Among the portfolio contents are the professional development plan, the teacher's formative evaluation(s), and the summative evaluation.

Evaluation. Evaluation activities in the Beginning Teacher Program are of two types--formative and summative. Formative evaluation is the ongoing process of assessing, providing feedback, and improving the performance of the beginning teacher. Summative evaluation is the process of determining the successful demonstration of minimum essential competencies. This component includes the observation instruments and procedures used in the assessment of competence.

During 1983-84, beginning teachers were assessed using the Teacher Assessment and Development System (TADS). The system includes, but is not limited to, performance indicators that measure the 23 generic competencies. TADS measures specific performance indicators in each of the following categories: Preparation and Planning, Knowledge of Subject Matter, Classroom Management, Techniques of Instruction, Assessment Techniques, Teacher-Student Relationships, and Professional Responsibility. Measures of the first six categories are obtained in the classroom through direct, systematic observation procedures.

TADS categories were cross-referenced with each of the generic competencies in a manner which would ensure valid measurement of the competencies.

## DESCRIPTION OF THE EVALUATION

### Purpose of the Evaluation

Two purposes were identified for the evaluation of the 1983-84 Beginning Teacher Program. The first, which related to program processes, was to assess the extent to which program operations and procedures facilitated the implementation of major project components. The second goal of the evaluation was to determine the effectiveness of the program in achieving its major outcome of improving the teaching performance of beginning teachers.

The first goal of the evaluation focused upon the support process and procedures of the Beginning Teacher Program. Questions were investigated in order to assess the nature and appropriateness of activities and procedures which related to training, support team assistance, the professional development plan, assessment of the beginning teacher, and portfolio maintenance. Specific questions related to program processes follow:

1. To what extent were recommendations made in the 1982-83 evaluation report implemented in the 1983-84 program?

2. To what extent are the activities specified in the program plan being implemented?

3. To what extent are the beginning teachers being given assistance by the support staff and the Beginning Teaching Teacher Program staff?

4. What improvements need to be made in the program?

5. How time-consuming and costly is the Beginning Teacher process?

Major questions which guided the study of program impact and the effectiveness of the program in achieving its major outcomes follow:

1. What are the amounts and types of skill change on the 23 generic competencies exhibited by beginning teachers?

2. To what extent are the participants in the Beginning Teacher Program satisfied with the program?

3. To what extent are the inservice activities given to beginning teachers effective in remediating any identified deficiencies?

## Evaluation Procedures

### Interviews

Data relating to most of the evaluation questions reflect the perceptions of program participants regarding the Beginning Teacher Program. Information regarding participants' perceptions and opinions regarding program implementation were obtained via interviews with a sample of beginning teachers and each of their assigned support team members. Interviews were held with each individual participant. Interviews began during March 1984 and were completed in May 1984.

A different set of interview questions was developed for each type of participant. Questions were included to reflect the participants' unique role on the support team in each of the study's major areas of interest. Questions developed for each participant type appear in Appendix D through Appendix G.

A twelve percent sample (N=67) of beginning teachers was selected from which to obtain data. These participants were selected from the population of beginning teachers who were enrolled into the program during August-October 1983. The sample was computer-generated by means of a random sampling program. Beginning teachers were selected such that only one participant was selected in any school in order to avoid duplication of building-level administrators and other professional educators in the support team samples. Names of the selected participants were reviewed by the Beginning Teacher Program office to verify entry into the program between August 1983 and October 1983.

### Review of Documents

Numerous documents were reviewed to obtain data relevant to some of the evaluation questions. Appropriate documents were reviewed to determine the extent that recommendations from the 1982-83 evaluation were implemented and to obtain descriptive information regarding the type of prescriptive or remediation activities assigned to beginning teachers who received unsatisfactory summative evaluations of their teaching performance.

Documents that were reviewed to assess the status of the program in implementing evaluation recommendations consisted primarily of memoranda disseminated from the Beginning Teacher Program office and the District's plan for implementing the 1983-84 program. Additional information was also obtained via informal interviews with BTP staff to clarify concerns and any areas of confusion.

A content analysis of professional development plans and TADS prescription forms was conducted to obtain descriptive information regarding the nature of prescription activities. From a listing of beginning teachers who received an unsatisfactory evaluation during 1983-84, a twenty percent random sample (N=7) was selected. The professional development plans and prescription forms of this sample of teachers were the information sources for the content analysis.

## Surveys

Surveys were distributed to program participants primarily for the purpose of determining their perceptions of the type and amount of performance changes exhibited by beginning teachers and their perceptions of overall program impact. To obtain relevant data, participants were asked to make two assessments. They were first instructed to provide an assessment of the BT's performance during his/her first observation or before August 1983. They were also requested to give a current (June) assessment of the BT's performance on each of the TADS categories. These two ratings were compared to determine the degree of change during the school year. Beginning teachers provided a self-rating of their performance; peer teachers rated the beginning teacher they were assigned to assist during the year. Building-level administrators and other professional educators provided what they perceived was the average rating of the beginning teachers at their respective sites.

Additional information on support team assistance was also obtained in the survey. Support team members indicated the amount of assistance provided to the beginning teacher (in the case of peer teachers) or most of the beginning teachers (in the case of BLAs and OPEs) on each TADS category. Beginning teachers indicated the amount of assistance received from support team members in each category.

Copies of the surveys appear in Appendix I through Appendix K. Sufficient copies of each form of the survey were distributed to building-level administrators during June 1984. These administrators were requested to give appropriate copies of the survey to each beginning teacher who entered the program during August through October and to each of their support team members. Completed surveys were returned by 70% of the beginning teachers, 72% of the peer teachers, 69% of the building-level administrators, and 65% of the other professional educators.

In addition to the evaluation surveys, program participants were requested to complete weekly time-by-activity logs. For beginning teachers, the logs provided a record of the amount of time and the number of times (instances over five minutes) the individual teacher engaged in BTP-related activities: planning, conferencing, required remediation activities, and "other" training activities. Copies of the forms along with definitions of the activity categories appear in Appendix L. For designated weekly time periods, the individual support team members indicated the number of times and the total amount of time spent in the support activities of planning, conferencing, and assessing. Time/activity logs were distributed to the identified beginning teachers and support team members during each nine-week period.

## FINDINGS

Data are presented which relate to each of the evaluation questions with the exception of the question regarding the time requirements of the program. Although time/activity logs were distributed to program participants, a large percentage of the forms were returned with incomplete or missing data. Therefore, summaries of these data are not presented. Findings related to each of the other evaluation questions are presented below.

### Characteristics of Beginning Teachers

Descriptive information regarding beginning teachers was obtained from the beginning teacher survey data. This information includes grade-level and subject-area assignments, teaching experience, highest degree, and status on the Florida Teacher Certification examination. Summary statistics for the beginning teacher respondents on the descriptive dimensions appear in Table 1 through Table 5 in Appendix A. Data indicate that the vast majority of beginning teachers were assigned to elementary grade levels, have passed the Florida Teacher Certification Examination, and had no full-time teaching experience prior to August 1983.

### I. PROGRAM PROCESSES

#### A. Extent to Which 1982-83 Evaluation Recommendations Were Implemented

The evaluation report of the 1982-83 Beginning Teacher Program included five recommendations for program improvement, based upon the study's findings. The Florida Administrative Code which addresses the Beginning Teacher Program includes a requirement that districts utilize the findings of previous evaluations to improve local programs. Actions were implemented by the DCPS Beginning Teacher Program during 1983-84 which related to each of the five recommendations. Descriptions of these actions follow.

1. Recommendation 1: Improve the orientation program for peer teachers by incorporating training in conferencing techniques and providing detailed information on the procedures and content of the teacher/evaluation methods.

   Action Taken: Videotapes were developed for the purpose of beginning teacher and peer teacher training and for providing general information on the purposes and procedures of the Beginning Teacher Program. The videotapes included a segment on peer teacher conferencing. Although these videotapes were developed during 1982-83, they were completed subsequent to the initial implementation of the program and were not viewed by each participant during that year. However, the opportunity to view the tape was given to each participant in 1983-84.

   Training sessions on the TADS evaluation instrument were held for all teachers in the district on November 4, 1983. This training was coordinated by the Management Academy of the Bureau of Staff Development. The program consisted of a three-hour orientation to the TADs program and dissemination of an annotated copy of the TADS instrument. The annotated copy of TADS set forth the criteria/standards upon which teachers were to be assessed.

2. Recommendation 2: Implement a more comprehensive orientation and training program for building-level administrators and other professional educators.

Action Taken: During 1982-83, a districtwide meeting of principals was held for the purpose of providing them with an overview of the Beginning Teacher Program. This constituted the only formal training activity for principals. No formal orientation was implemented for other professional educators. However, during 1983-84, orientation was provided for other professional educators and efforts were made to improve the orientation provided to building-level administrators.

Areawide orientations for school administrators were held in each of the four areas. Separate meetings were scheduled for principals and for assistant principals. Topics covered in the presentations included the following:

a. Introduction and Overview of the Beginning Teacher Program
b. Management of the DCPS Beginning Teacher Program
c. Identification of Participants in the Beginning Teacher Program
d. School-Site Management of the Beginning Teacher Program
e. Questions Frequently Asked by School-Site Administrators

For specific questions covered in the last topic, see Appendix M.

3. Recommendation 3: Implement a review of the communication network between Staffing Control and the BTP office in an effort to identify and eliminate barriers to speedy identification of beginning teachers. Procedures for notifying the BTP office of status changes should also be reviewed.

Action Taken: Periodic meetings for staff from the Division of Operations and Records, Department of Instructional Staffing, and Beginning Teacher Program were scheduled during September and October 1983. Meetings were scheduled for the purpose of discussing and resolving personnel issues concerning the Beginning Teacher Program. Subsequent meetings were scheduled as needed.

4. Recommendation 4: Initiate more frequent contacts with program participants for the purpose of providing information and more direction.

Action Taken: Two actions related to this recommendation were implemented during 1983-84. These actions were onsite audits of school programs and the dissemination of BTP newsletters.

An internal audit by a BTP staff member was conducted at each site in which a beginning teacher was assigned. The purpose of the audit was to assist the building-level administrator in the overall administration of the program, to assure continued communications with school-level personnel involved in the program, and to assist personnel at the local site with problems that may have developed. During interviews which were conducted with building-level administrators, a considerable number expressed that the assistance provided during the audits was invaluable.

In addition to the audits, BTP newsletters were periodically distributed to program participants. The newsletters provided updated information on issues relevant to the Beginning Teacher Program. Data collected during the interviews indicated that the majority of participants felt that information contained in the newsletters was useful. Many also expressed that the newsletters were the most valuable source of information on the Beginning Teacher Program.

5. Recommendation 5: Periodically monitor support teams to ensure that teams are functioning properly. This would include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

Action Taken: During 1982-83, there was minimal (if any) monitoring of support teams and review of portfolio contents. During 1983-84, an internal audit was conducted by a BTP staff member at each site in which a beginning teacher was employed. As stated previously, a purpose of the audit was to assist school personnel with problems that may have developed. In addition, the portfolio of each beginning teacher was examined during the scheduled visit. The portfolios were examined to assure that:

a. professional development plans were developed and complete with plans for demonstration of each of the 23 generic competencies;
b. profile sheets were complete and updated;
c. appropriate observation/evaluation forms were included;
d. record of support services of the peer teacher was included and updated; and
e. supportive materials (if any) were appropriate.

B. Extent to Which Activities Specified in the Program Plan Are Implemented

Findings regarding the extent to which activities in the program plan were implemented are based upon information derived from the interviews with selected program participants.

Program Preparation and Training. A large percentage of individuals in each of the participant categories indicated that they had viewed each of the three videotapes which provided an overview of program purpose and procedures. A majority of beginning teachers and peer teachers indicated that they had viewed all three videotapes. However, less than one-third of the building-level administrators and other professional educators had viewed each videotape.

Some building-level administrators and other professional educators may have already had a certain degree of familiarity with program procedures due to their experience in the 1982-83 program. In addition, presentations of topics related to the Beginning Teacher Program were given in area meetings for principals and assistant principals. Of the principals who were interviewed, many indicated that they had attended an area meeting in which the Beginning Teacher Program was discussed.

More than two-thirds of the interviewees gave an acceptable response for each of the questions that were related to their knowledge and understanding of specific aspects of the Beginning Teacher Program. Overall, most of the participants who viewed the videotapes felt that they had obtained sufficient understanding of program procedures and requirements.

One should note, however, that other factors, in addition to 1983-84 training procedures, may have affected participant understanding of the program. These factors include the TADS orientation provided to teachers, TADS workshops for school administrators, and (in the case of support team members) familiarity with the program as a result of participation during the previous school year.

Newsletters were also used to provide information to participants about the program. Nearly all of the interviewees indicated that they had received copies of the newsletters; each felt that the newsletter contained useful information. Although many indicated that the videotapes were effective in communicating necessary information, some voluntarily expressed the feeling that the single best source of information about the program was the newsletter.

Based upon the responses of the majority of interviewees, procedures used for informing and preparing individuals for participation in the program were effective in communicating important highlights of the program and procedures.

Although training, in general, was perceived to be effective by most interviewees, a considerable number felt that training could be improved significantly. The two most frequently mentioned recommendations for improvement of this component of the program were (1) school or areawide workshops with Beginning Teacher Program staff in which specific problems and questions could be discussed and (2) prototypes of professional development plans and portfolios with "hands on" experience and detailed guidance for plan and portfolio development.

Assignment of Support Team. Beginning teachers and support team members were given a list of nine responsibilities of the Beginning Teacher Program. One of the responsibilities included was the assignment of a support team which consists of a building-level administrator, peer teacher, and at least one other professional educator. All of the beginning teachers and support team members indicated that this responsibility had been fulfilled.

In addition to this information, profile sheets were on file for a large majority of the beginning teachers on which each of the support team members were identified.

Assessment of Competencies. The majority of beginning teachers had participated in at least three formal performance evaluations before the time of the interview. Evaluations by both the building-level administrator and the other professional educator had usually been conducted.

The majority of beginning teachers indicated that they had been informed about TADS and the general observation procedures prior to the initial evaluation. Only two beginning teachers expressed that they had not been informed. All administrators expressed that teachers had been informed. Even though a training session on TADS was provided by the Management Academy, this was

usually supplemented with administrator discussions of the procedures with individual teachers or faculty groups, as indicated by responses from many of the building-level administrators and other professional educators.

The assessment process included, in most cases, preconferences and postconferences as required by the TADS process. Most beginning teachers indicated that a preconference preceded each assessment. Most also expressed that each assessment was followed by a postconference. Only two beginning teachers expressed that postconferences were not held after each observation. Topics of the postconferences generally included strengths and weaknesses in the teacher's performance that were noted during the observation and specific suggestions for improving performance.

Professional Development Plan. Most of the beginning teachers (87%) had a written professional development plan. This plan, in all cases, appeared on forms provided by the Beginning Teacher Program Office. Most beginning teachers and support team members indicated that the plan had been updated at least once prior to the interview. Many indicated that the plan was reviewed and updated continuously.

Although professional development plans were on file, information was obtained which indicated that participation of beginning teachers in the formulation of their plans was limited. A sizeable number of beginning teachers indicated that they did not participate in the formulation of the plan. Also, some were unaware that a plan existed. This finding might result, in part, to differences in terminology used for the plan by the interviewer and the interviewee. However, most support team members indicated that their input was reflected in the development of the plan.

Portfolio Development. Portfolios existed for each of the beginning teachers. The portfolios were examined by the interviewer to determine the completeness and appropriateness of portfolio contents. Within most of the portfolios that were examined, the following documents/information were available:

1. Professional Development Plan (N=55)
2. TADS observation forms (N=66)
3. Record of Peer Teacher Involvement (N=64)
4. Other supportive materials
5. Profile Sheet of support team members (N=61)

C. Extent of Assistance by the Support Team

Interviews. Interview responses revealed that most beginning teachers received a considerable degree of assistance during the school year and, in most cases, each member of the support team participated in the support process. Generally, the building-level administrator and the other professional educator fulfilled the responsibility for assessment of the beginning teacher. The peer teacher was usually involved in providing day-to-day assistance and general support. The other professional educator also was involved in providing much of the day-to-day assistance in many cases.

Beginning teachers, peer teachers, and other professional educators were given a list of nine responsibilities of the support team to the beginning teacher. These responsibilities and types of assistance appear below:

1. An assigned support team which consists of a peer teacher, building-level administrator and at least one other professional educator.

2. Regular and direct assistance in preparing daily, weekly, and semester lesson plans.

3. Feedback, guidance, and support on the 23 generic competencies from each support team member.

4. A professional development plan which is reviewed and updated.

5. Notification of program deadlines.

6. Evaluation of the teacher's first year of teaching service.

7. Assignment of inservice or remediation activities as needed or as requested by the beginning teacher and/or support staff.

8. A resource person skilled in instructional strategies, content area expertise, usage and selection of materials, and in clinical supervision.

9. Person-to-person, or written communication after each observation, providing feedback, instruction and guidance.

Each beginning teacher and support team member was asked to identify any of the above types of assistance that were not done. Most of the beginning teachers indicated that they had been given assistance in each of the areas. Responses from the support team members support this finding.

Most of the beginning teachers also indicated that each support team member had provided assistance and support and that each had contributed positively to their professional development.

Survey. Survey data reveal that the majority of beginning teachers (at least 67%) feel that they received at least a moderate degree of assistance from support team members in most of the TADS categories. Percentages of beginning teachers indicating the amount of assistance received by the support team in each of the TADS categories appear in Table 6. Examination of the percentages also reveals a moderate percentage of beginning teachers who indicated that they received a low degree of assistance or no assistance from the support team in the Teacher-Student Relationships category and the Knowledge of Subject Matter category. This finding, however, may be attributable to a possible relationship between level of assistance that is given and the level of assistance that is needed by the beginning teacher. Data presented in a later section of this report reveal that the initial performance of beginning teachers was perceived to be strongest in these two categories. In other categories, such as Classroom Management and Techniques of Instruction, in which a sizeable number of teachers were considered to be weak, a greater percentage of teachers received high or moderate levels of assistance. Therefore, the smaller percentage of teachers who received assistance in Teacher-Student Relationships and Knowledge of Subject Matter may be due to a lack of need for assistance.

Most support team members indicated that they provided a high or moderate level of assistance to teachers in most categories. Data suggest that most of the individuals within each of the support team subgroups participated in the support process. Summary data which provide percentages of support team members who provided assistance to the beginning teachers appear in Table 7 through Table 9.

D. Problems and Areas of Concern

Several difficulties or areas of concern regarding the implementation of the program were expressed by some interviewees. These are discussed below.

A. Excessive Paperwork and Time Commitment. Criticisms regarding paperwork and time were given most frequently by support team members. Individuals who were most critical were building-level administrators and other professional educators in schools that had a large number of beginning teachers. Individuals who cited this concern area were very critical of the paperwork created by the professional development plan and the Time/Activity log distributed by the Office of Educational Accountability as part of the program evaluation.

Specific recommendations were made to reduce paperwork. One recommendation was to formulate activities on the professional development plan only for those competencies in which the beginning teacher needs to improve. According to many individuals, developmental activities were written for each of the 23 competencies.

B. Identification of Beginning Teachers and Peer Teachers. A considerable number of principals cited problems related to the identification of beginning teachers or peer teachers. The major problem regarding beginning teacher identification was changes in the status of teachers. That is, some teachers who were identified as beginning teachers were later taken out of the program because they were not beginning teachers, and vice versa.

The major problem in identifying peer teachers involved selection from the list of peer teachers identified at the end of the 1982-83 school year. In some cases, peer teachers appearing on the list were not a good match with the beginning teacher, i.e., assigned to a different subject area or level, experienced conflicting personalities, etc. In other cases, more than the expected number of beginning teachers were hired. Selection of a peer teacher whose name did not appear on the list necessitated a considerable amount of paperwork. Consequently, the selection of a peer teacher was delayed.

C. Lack of Benefit to Experienced Teachers. A few of the beginning teachers who were interviewed had extensive experience in the field of teaching. For example, one teacher had thirteen years of teaching experience in the state of New York. Among beginning teachers who were in this category and their support team members, many indicated that the program was a "waste of time," and its benefits were minimal. Many recommended changes in the beginning teacher definition or the inclusion of special provisions for experienced teachers.

## II. PROGRAM IMPACT

### A. Amounts and Types of Skill Change

Interviews. The beginning teachers were asked to give specific areas in which they had made substantial improvements as a result of their participation in the program. Nearly all of the teachers were able to indicate a specific area in which they felt that they had made significant positive changes. The most common areas of improvement were in self-confidence and improvement in one or more of the TADS categories, e.g., classroom management or techniques of instruction. In most cases, responses of support team members supported those given by the beginning teachers. Most support team members were also able to express areas of significant positive change in the beginning teacher's performance.

Survey. Surveys which were distributed to each of the program participants included items that assessed the performance of beginning teachers on each of the TADS categories at the beginning and the end of the school year. The distributions of these "before" and "after" assessments are illustrated in Figures 2A through Figure 7D. The figures illustrate a before/after comparison of the percentage of respondents who made the following ratings of performance:

VS - Very Strong
SS - Somewhat Strong
AVG - Average (BLAs and OPEs only)
SW - Somewhat Weak
VW - Very Weak

Unlike beginning teachers and peer teachers who provided assessments for individual teachers, BLAs and OPES rated the average performance of the teachers that they assisted.

The trend of changes appears to be consistent across each of the seven TADS categories. In each of the respondent subgroups, there is a shift in the distributions toward more positive assessments of performance. In the figures which display beginning teacher and peer teacher distributions, there is generally a reduction in the percentage of respondents who gave the lower three ratings at the end of the program and a greater percentage of respondents who rated the BT as "very strong." In the case of BLAs and OPEs, there were consistent increases in the percentage who rated the average performance of BTs as "very strong" and "somewhat strong" with reductions in the percentages who gave ratings in the other categories.

The only exception to this trend was in the area of Professional Responsibilities in which fewer beginning teachers considered themselves "very strong" at the end of the program, and more rated their performance as "very weak." There was virtually no change in the percentage who felt that they were somewhat weak in this category. However, even in this category, the general trend was also evident in the responses of the support team members.

Table 10 through Table 16 give before and after comparisons of the actual percentages of respondents who considered the beginning teachers as "weak" and those who rated them as "strong."

The McNemar Test for Significance of Changes (Siegel, 1956) was used to test the statistical significance of these changes. In nearly all of the categories, there was generally a significant reduction in the number of the participants who rated the teachers as "somewhat weak" or "very weak." In each category, there were also increases in the numbers of participants who gave ratings of "somewhat strong" or "very strong" at the end of the program. The changes in the positive ratings were statistically significant in most cases ($p < .001$).

Findings support the conclusion that significant improvements in the perceptions of participants regarding BT performance occurred during the program. Generally, greater numbers of BTs were considered to be strong in each of the assessment categories at the end of the school year; fewer were considered to be weak.

B. Extent To Which Inservice Activities Are Effective In Remediating Deficiencies

Interviews. According to building-level administrators, ten (15%) of the beginning teachers who were interviewed had received an unacceptable rating on at least one of the TADS assessment categories during the school year. Given below are the number of teachers found to be deficient in each assessment category.

| | |
|---|---|
| 6 | Preparation and Planning |
| 1 | Knowledge of Subject Matter |
| 3 | Techniques of Instruction |
| 4 | Classroom Management |
| 1 | Assessment Techniques |
| 4 | Teacher-Student Relationships |

Specific remediation activities were assigned to each of the teachers who had received an unsatisfactory evaluation. A variety of prescriptions or remediation assignments had been given. These ranged from conferences with the beginning teacher/providing direction to enrollment in a TEC course.

Nearly all of the beginning teachers who were assigned a prescription and their support team members felt that the prescriptions were effective in improving the beginning teacher's performance. Two beginning teachers and one building-level administrator felt that they were not effective.

No significant problem areas or concerns were expressed regarding remediation activities.

Surveys. Beginning teachers were requested on the survey to indicate whether remediation had been assigned to them on each of the respective TADS categories. A similar item appeared on the peer teacher form of the survey regarding the beginning teacher that the peer teacher assisted. Remediation was defined in the survey directions as any activity, workshop, course, consultation, etc., that was assigned by the support team and included as part of the professional development plan because of a deficiency. To determine the overall impact of the remediation activities, comparisons were made of perceptions of the teaching performance at the beginning and end of the program for teachers who indicated that they were assigned remediation because of a deficiency.

Table 17 displays the percentages of BTs that were assigned prescriptions who considered themselves "somewhat weak" or "very weak." Percentages who rated their performance in these categories at the beginning of the program are compared with percentages falling into these categories at the end of the school year. Similar comparisons of assessments by peer teachers are given in Table 18. At the end of the school year, there were considerably fewer BTs who felt that their performance was weak. This finding was evident in each of the assessment categories. The comparisons of ratings by peer teachers indicate that the perceptions of peer teachers regarding the performance of this subgroup of BTs was also more positive at the end of the school year.

Review of Documents. Another method used to determine the overall impact of the program, particularly the effectiveness of the remediation activities, was to compare the number of beginning teachers on prescriptive status between the first and second semesters. If remediation and overall support are effective, a reduction in the number of BTs on prescriptive status should be observed during the second half of the program.

Such a reduction in the number of teachers on prescription was observed. Overall, 29 beginning teachers who entered the program in August-October were given unsatisfactory ratings during 1983-84. Of that number, 25 were deficient during the first semester. Only eight of these teachers were still on prescriptive status during the second semester which represents a 68% decline. Only four teachers who were not on prescription during the first semester were given unsatisfactory ratings during the second semester.

The evaluation forms of this group of teachers were examined to determine the assessment categories in which deficiencies were noted by the assessors. The number of BTs given unsatisfactory ratings in each of the assessment categories were compared for the first and second semesters. These comparisons appear in Table 19. The data contained in Table 19 reveal considerable declines in the number of BTs who were deficient during the second semester (with the exception of the Knowledge of Subject Matter category). In the Knowledge of Subject Matter category, there was an increase in the number of beginning teachers in prescription between the first and second semesters. The prescription activities, as indicated by the data, were effective in helping most of the teachers, who were initially rated as deficient, to perform at an acceptable level by the end of the school year.

Information regarding the types of prescription activities used to remediate deficiencies was obtained for a 24% random sample (N=7) of the teachers given unsatisfactory ratings. This information was obtained by conducting a content analysis of appropriate TADS forms and the professional development plans. The activities assigned to this sample appear in Appendix N.

C. Extent to Which Participants Were Satisfied with the Program

Interviews. Each interviewee was asked to rate the overall effectiveness of the Beginning Teacher Program as implemented in their school. The majority of interviewees in all participant categories responded "excellent," "very good," or "good."

Although the program was rated well by a majority of the building-level administrators, many added that this was possible because of the small number of beginning teachers assigned to the site. These principals felt that the quality of support given to the beginning teachers would have been reduced drastically if a larger number of beginning teachers had been assigned.

Surveys. On the surveys, participants rated the impact of the Beginning Teacher Program upon the overall teaching performance of the BT (BT and PT forms) or most of the BTs at a given site (BLA and OPE forms).

Figure 9A through Figure 9D illustrate the percentages given to each rating within the participant subgroups. Overwhelmingly, most participants felt that the program had at least a slight positive impact upon the teaching performance of the beginning teachers. At least 40% of the participants in each of the subgroups indicated that the program had a strong positive impact.

Because interview data revealed that more of the experienced BTs felt that the BTP was of limited benefit to them, it was hypothesized that the majority responses indicating a "negative impact" or "no impact" was given by these teachers. Further analysis failed to support this hypothesis. Of the beginning teachers who perceived that the program had no impact or a negative impact on teaching performance, only 36% had more than three years of full-time teaching experience. Forty-six percent had no full-time teaching experience prior to August 1983. These data, therefore, do not substantiate the claim that the program does not benefit the experienced teacher.

## DISCUSSION OF FINDINGS

Findings of this evaluation study indicate that the major components of the Beginning Teacher Program were implemented appropriately and that the program had an overall favorable impact upon the instructional effectiveness of beginning teachers. Some problems did exist; however, the problems which were observed occurred in a relatively small percentage of the cases. For the majority of cases, the program was operating as intended with favorable results.

Probably more significant than the findings themselves is the impact of the evaluation process upon improvements in the implementation and outcomes of the Beginning Teacher Program. The findings that have been reported are the net effect of these improvements. Primarily, program evaluations are conducted for the purpose of facilitating decision-making and program improvements. Clearly, the evaluation of the Beginning Teacher Program has achieved the latter purpose. This program has exemplified the utility and role of evaluation in program development.

The goal of the Beginning Teacher Program is to improve teacher performance by means of a competency-based teacher education system. Several problems were identified in the 1982-83 evaluation which seriously inhibited the successful implementation of the CBTE system. Recommendations were made in the 1982-83 evaluation for the purpose of improving the operation of the program.

Problems identified in the previous evaluation were not detected in this study. Specifically, improvements in the following areas were observed in the 1983-84 evaluation:

1. Greater participation of other professional educators in the support process.
2. Provision of more comprehensive training for each program participant.
3. The formulation of written professional development plans for most beginning teachers.
4. Greater understanding of the program and the procedural requirements by program participants.

To a great extent, these improvements may be attributed to the efforts of the program staff to increase and improve communication with program participants and the progress staff made toward the implementation of the 1982-83 recommendations. Specific activities were implemented which related to each of the recommendations. Use of the evaluation findings in program development are reflected in the improvements that have been mentioned and the positive findings observed in the current study.

Although findings are generally positive, some concerns still emerged: delays and changes in beginning teacher identification, time and paperwork requirements of the program, and lack of benefit for teachers with extensive experience. Problems will always be associated with a program to some extent, regardless of the length of its operation. However, the nature and severity of these problems should not be such that the effectiveness and impact of the program are restricted. Unlike the concerns raised in the 1982-83 evaluation, the problems raised by the participants in this evaluation probably do not

affect the CBTE process in a negative manner. Until a single definition of the beginning teacher has been in effect for a succession of years, there will continue to be delays in determining the eligibility of some teachers. Also, some additional paperwork is associated with most programs. This concern emerges as a result of the relatively large number of beginning teachers at particular sites, a situation which results primarily from programmatic decisions, such as Chapter I, and the characteristics of some schools.

The third concern - lack of benefit for experienced teachers - may have some merit. Although the definition of the beginning teacher is determined by the State, the District can make recommendations. Any recommendations must be based upon additional data, however. Data related to the cost/effectiveness of the BTP for teachers with extensive experience should be obtained. If the effectiveness of the program does not warrant the costs which are involved, appropriate recommendations should be made to the State.

Once a program becomes operational, the decision-alternatives from a program evaluation are reduced to three: to improve, terminate, or maintain the program (Worthen and Sanders, 1973). Findings of this study support the latter conclusion. Due to an effective linkage between the evaluation of the program and program development, no critical needs for improvement were identified. Consequently, recommendations to eliminate major problems are not warranted at this time. Albeit some problems exist, their frequency and severity do not tend to hamper the operations and overall effectiveness of the program. These, too, will eventually be resolved, given the current involvement and commitment of program managers to improve the operations of the program. The findings of the study support recommendations for continuation of current efforts and procedures used to improve program management and operations. Specific recommendations are:

1. Improve the program training component by incorporating district, area, or school-level workshops for beginning teachers and peer teachers, contingent upon the availability of funds.

2. Continue the communication network between Staffing Control and the BTP office in an effort to identify and eliminate barriers to speedy identification of beginning teachers.

3. Continue the periodic monitoring of support teams to ensure that teams are functioning properly. This should continue to include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

4. Continue the procedures that have been implemented to inform and update participants about the Beginning Teacher Program during the school year.

5. Conduct a study of the cost/effectiveness of the Beginning Teacher Program for experienced teachers with a study of the impact that the beginning teacher definition has upon the District. Findings of this study should form the basis for appropriate recommendations to the Department of Education.

## REFERENCES

Siegel, S. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.

Worthen, B.R. and Sanders, J.R. Educational Evaluation: Theory and Practice. Worthington, Ohio: Charles A. Jones Publishing Company, 1973.

# APPENDIX A

# TABLES

TABLE 1

GRADE LEVELS IN WHICH BTs WERE ASSIGNED TEACHING DUTIES

| Percent of BTs | Level |
|---|---|
| 66 | Elementary |
| 16 | Middle/Junior High |
| 18 | Senior High |
| 1 | Adult/Vocational |

TABLE 2

SUBJECT AREA THAT BT WAS ASSIGNED MOST OF HIS/HER TEACHING DUTIES

| Percent of Teachers | Subject Areas |
|---|---|
| 48 | Elementary Education |
| 9 | English/Language Arts |
| 8 | Exceptional Education |
| 2 | Foreign Language |
| 0 | Guidance |
| 3 | Mathematics |
| 3 | Music |
| 3 | Physical Education |
| 1 | Reading |
| 7 | Science |
| 3 | Social Studies |
| 4 | Vocational |
| 8 | OTHER |

TABLE 3

HIGHEST DEGREE HELD BY BEGINNING TEACHERS

| Percent of Teachers | Degree |
|---|---|
| 80 | Bachelor |
| 17 | Masters |
| 2 | Specialist |
| 1 | Doctorate |

TABLE 4

STATUS OF BTs ON FLORIDA TEACHER CERTIFICATION EXAMINATION

| Percent of BTs | Status |
|---|---|
| 8 | Not taken exam |
| 74 | Passed exam |
| 18 | Failed exam |

TABLE 5

FULL-TIME TEACHING EXPERIENCE OF BTs PRIOR TO AUGUST 1983

| Percent of BTs | Years of Experience |
|---|---|
| 58 | None |
| 13 | One year |
| 10 | Two years |
| 3 | Four years |
| 2 | Five years |
| 14 | More than five years |

TABLE 6

PERCENTAGE OF BEGINNING TEACHERS INDICATING
THAT ASSISTANCE WAS RECEIVED FROM THE SUPPORT TEAM

| ASSESSMENT CATEGORY | Percent BTs Receiving Assistance | | | |
|---|---|---|---|---|
| | High | Moderate | Low | None |
| Preparation and Planning | 41 | 38 | 14 | 6 |
| Knowledge of Subject Matter | 33 | 30 | 18 | 19 |
| Techniques of Instruction | 36 | 39 | 17 | 8 |
| Classroom Management | 37 | 34 | 16 | 13 |
| Teacher-Student Relationships | 24 | 33 | 19 | 24 |
| Assessment Techniques | 31 | 34 | 16 | 9 |
| Professional Responsibilities | 33 | 35 | 15 | 17 |

TABLE 7

DEGREE OF ASSISTANCE PEER TEACHERS PROVIDED
TO THE BEGINNING TEACHER

| ASSESSMENT CATEGORY | Percent PT Providing Assistance | | | |
|---|---|---|---|---|
| | High | Moderate | Low | None |
| Preparation and Planning | 37 | 45 | 14 | 3 |
| Knowledge of Subject Matter | 22 | 41 | 23 | 14 |
| Techniques of Instruction | 30 | 51 | 12 | 6 |
| Classroom Management | 38 | 38 | 16 | 8 |
| Teacher-Student Relationships | 21 | 36 | 26 | 17 |
| Assessment Techniques | 26 | 39 | 21 | 12 |
| Professional Responsibilities | 19 | 34 | 26 | 19 |

TABLE 8

DEGREE OF ASSISTANCE BUILDING-LEVEL ADMINISTRATORS PROVIDED TO MOST OF THEIR ASSIGNED BEGINNING TEACHERS

| ASSESSMENT CATEGORY | Percent BLAs Who Provided Assistance | | | |
|---|---|---|---|---|
| | High | Moderate | Low | None |
| Preparation and Planning | 28 | 62 | 8 | 1 |
| Knowledge of Subject Matter | 19 | 55 | 22 | 4 |
| Techniques of Instruction | 29 | 58 | 12 | 1 |
| Classroom Management | 39 | 48 | 10 | 2 |
| Teacher-Student Relationships | 15 | 51 | 25 | 9 |
| Assessment Techniques | 28 | 56 | 14 | 2 |
| Professional Responsibilities | 11 | 58 | 26 | 15 |

TABLE 9

DEGREE OF ASSISTANCE OTHER PROFESSIONAL EDUCATORS PROVIDED TO MOST OF THEIR ASSIGNED BEGINNING TEACHERS

| ASSESSMENT CATEGORY | Percent OPEs Providing Assistance | | | |
|---|---|---|---|---|
| | High | Moderate | Low | None |
| Preparation and Planning | 27 | 56 | 13 | 2 |
| Knowledge of Subject Matter | 14 | 55 | 28 | 3 |
| Techniques of Instruction | 32 | 47 | 19 | 2 |
| Classroom Management | 40 | 42 | 15 | 3 |
| Teacher-Student Relationships | 19 | 41 | 31 | 8 |
| Assessment Techniques | 26 | 56 | 15 | 4 |
| Professional Responsibilities | 14 | 44 | 30 | 12 |

TABLE 10

CHANGES IN PARTICIPANTS' ASSESSMENTS OF BEGINNING TEACHER PERFORMANCE

CATEGORY: PREPARATION AND PLANNING

| | % With Perception of SOMEWHAT WEAK or VERY WEAK | | | % With Perception of SOMEWHAT STRONG or VERY STRONG | | |
|---|---|---|---|---|---|---|
| | Before | Now | DIFF | Before | Now | DIFF |
| BEGINNING TEACHERS | 18.9 | 0.8 | -18.1* | 78.2 | 98.9 | +20.7* |
| PEER TEACHERS | 32.0 | 3.3 | -28.7* | 67.5 | 96.5 | +29.0* |
| BUILDING-LEVEL ADMINISTRATORS | 16.1 | 1.6 | -14.5* | 51.1 | 85.5 | +34.4* |
| OTHER PROFESSIONAL EDUCATORS | 25.2 | 0.8 | -24.4* | 43.1 | 82.9 | +39.8* |

*The difference represents a change in the number of individuals giving a response which is statistically significant. Based upon the results of the McNemar Test for the significance of changes, the probability that such a change is a chance occurrence is 1 time out of 1000.

TABLE 11

CHANGES IN PARTICIPANTS' ASSESSMENTS OF BEGINNING TEACHER PERFORMANCE

CATEGORY: KNOWLEDGE OF SUBJECT MATTER

| | % With Perception of SOMEWHAT WEAK or VERY WEAK | | | % With Perception of SOMEWHAT STRONG or VERY STRONG | | |
|---|---|---|---|---|---|---|
| | Before | Now | DIFF | Before | Now | DIFF |
| BEGINNING TEACHERS | 8.7 | 0.0 | -8.7* | 90.1 | 99.8 | +9.7* |
| PEER TEACHERS | 14.5 | 2.1 | -12.4* | 84.4 | 97.8 | +13.4* |
| BUILDING-LEVEL ADMINISTRATORS | 6.1 | 0.8 | -5.3* | 63.6 | 87.8 | +24.2* |
| OTHER PROFESSIONAL EDUCATORS | 7.4 | 0.8 | -6.6* | 67.2 | 82.8 | +15.6* |

*The difference represents a change in the number of individuals giving a response which is statistically significant. Based upon the results of the McNemar Test for the significance of changes, the probability that such a change is a chance occurrence is 1 time out of 1000.

TABLE 12

CHANGES IN PARTICIPANTS' ASSESSMENTS OF BEGINNING TEACHER PERFORMANCE

CATEGORY: TECHNIQUES OF INSTRUCTION

| | % With Perception of SOMEWHAT WEAK or VERY WEAK | | | % With Perception of SOMEWHAT STRONG or VERY STRONG | | |
|---|---|---|---|---|---|---|
| | Before | Now | DIFF | Before | Now | DIFF |
| BEGINNING TEACHERS | 19.0 | 1.6 | -17.4* | 78.4 | 98.1 | +19.7* |
| PEER TEACHERS | 30.8 | 2.8 | -28.0* | 68.7 | 96.6 | +29.1* |
| BUILDING-LEVEL ADMINISTRATORS | 16.8 | 0.8 | -16.0* | 43.5 | 81.7 | +38.2* |
| OTHER PROFESSIONAL EDUCATORS | 24.8 | 3.3 | -21.5* | 41.3 | 75.2 | +33.9* |

*The difference represents a change in the number of individuals giving a response which is statistically significant. Based upon the results of the McNemar Test for the significance of changes, the probability that such a change is a chance occurrence is 1 time out of 1000.

TABLE 13

CHANGES IN PARTICIPANTS' ASSESSMENTS OF BEGINNING TEACHER PERFORMANCE

CATEGORY: CLASSROOM MANAGEMENT

| | % With Perception of SOMEWHAT WEAK or VERY WEAK | | | % With Perception of SOMEWHAT STRONG or VERY STRONG | | |
|---|---|---|---|---|---|---|
| | Before | Now | DIFF | Before | Now | DIFF |
| BEGINNING TEACHERS | 27.1 | 4.8 | -22.3* | 70.0 | 94.5 | +24.5* |
| PEER TEACHERS | 41.8 | 9.1 | -32.7* | 58.0 | 90.7 | +32.7* |
| BUILDING-LEVEL ADMINISTRATORS | 21.4 | 0.8 | -20.6* | 39.7 | 78.6 | +38.9* |
| OTHER PROFESSIONAL EDUCATORS | 28.3 | 5.0 | -23.3* | 37.5 | 73.4 | +35.9* |

*The difference represents a change in the number of individuals giving a response which is statistically significant. Based upon the results of the McNemar Test for the significance of changes, the probability that such a change is a chance occurrence is 1 time out of 1000.

TABLE 14

CHANGES IN PARTICIPANTS' ASSESSMENTS OF BEGINNING TEACHER PERFORMANCE

CATEGORY: TEACHER-STUDENT RELATIONSHIPS

| | % With Perception of SOMEWHAT WEAK or VERY WEAK | | | % With Perception of SOMEWHAT STRONG or VERY STRONG | | |
|---|---|---|---|---|---|---|
| | Before | Now | DIFF | Before | Now | DIFF |
| BEGINNING TEACHERS | 9.0 | 1.4 | -7.6* | 88.6 | 98.2 | +9.6* |
| PEER TEACHERS | 17.7 | 1.5 | -16.2* | 82.0 | 98.5 | +16.5* |
| BUILDING-LEVEL ADMINISTRATORS | 3.8 | 1.5 | -2.3* | 64.4 | 87.9 | +23.5* |
| OTHER PROFESSIONAL EDUCATORS | 10.6 | 0.8 | -9.8* | 62.1 | 80.3 | +18.2* |

*The difference represents a change in the number of individuals giving a response which is statistically significant. Based upon the results of the McNemar Test for the significance of changes, the probability that such a change is a chance occurrence is 1 time out of 1000.

TABLE 15

CHANGES IN PARTICIPANTS' ASSESSMENTS OF BEGINNING TEACHER PERFORMANCE

CATEGORY: ASSESSMENT TECHNIQUES

| | % With Perception of SOMEWHAT WEAK or VERY WEAK | | | % With Perception of SOMEWHAT STRONG or VERY STRONG | | |
|---|---|---|---|---|---|---|
| | Before | Now | DIFF | Before | Now | DIFF |
| BEGINNING TEACHERS | 24.0 | 2.7 | -21.3* | 72.3 | 96.9 | +24.6* |
| PEER TEACHERS | 27.9 | 3.1 | -24.8* | 71.4 | 96.4 | +25.0* |
| BUILDING-LEVEL ADMINISTRATORS | 17.4 | 1.5 | -15.9* | 37.8 | 73.5 | +35.7* |
| OTHER PROFESSIONAL EDUCATORS | 26.0 | 1.6 | -24.4* | 38.2 | 70.7 | +32.5* |

*The difference represents a change in the number of individuals giving a response which is statistically significant. Based upon the results of the McNemar Test for the significance of changes, the probability that such a change is a chance occurrence is 1 time out of 1000.

TABLE 16

CHANGES IN PARTICIPANTS' ASSESSMENTS OF BEGINNING TEACHER PERFORMANCE

CATEGORY: PROFESSIONAL RESPONSIBILITIES

| | % With Perception of SOMEWHAT WEAK or VERY WEAK | | | % With Perception of SOMEWHAT STRONG or VERY STRONG | | |
|---|---|---|---|---|---|---|
| | Before | Now | DIFF | Before | Now | DIFF |
| BEGINNING TEACHERS | 13.4 | 1.3 | -12.1* | 83.5 | 97.9 | +14.4* |
| PEER TEACHERS | 15.1 | 4.9 | -10.2* | 83.6 | 94.3 | +10.7* |
| BUILDING-LEVEL ADMINISTRATORS | 5.4 | 1.5 | -3.9* | 62.6 | 81.7 | +19.1* |
| OTHER PROFESSIONAL EDUCATORS | 4.1 | 1.6 | -2.5* | 66.7 | 87.0 | +20.3* |

*The difference represents a change in the number of individuals giving a response which is statistically significant. Based upon the results of the McNemar Test for the significance of changes, the probability that such a change is a chance occurrence is 1 time out of 1000.

TABLE 17

SELF-ASSESSMENTS OF BEGINNING TEACHERS WHO INDICATED THAT REMEDIATION WAS ASSIGNED BECAUSE OF A DEFICIENCY

| | BEFORE | NOW |
|---|---|---|
| | % Somewhat Weak or Very Weak | % Somewhat Weak or Very Weak |
| Preparation and Planning (N=64) | 45.4 | 4.7 |
| Knowledge of Subject Matter (N=41) | 19.5 | 0.0 |
| Techniques of Instruction (N=66) | 42.4 | 3.0 |
| Classroom Management (N=86) | 52.4 | 9.3 |
| Teacher-Student Relationships (N=42) | 38.1 | 7.2 |
| Assessment Techniques (N=63) | 49.2 | 4.8 |
| Professional Responsibilities (N=41) | 34.1 | 2.4 |

TABLE 18

PEER TEACHER ASSESSMENTS OF BEGINNING TEACHERS WHO INDICATED THAT REMEDIATION WAS ASSIGNED BECAUSE OF A DEFICIENCY

| | BEFORE | NOW |
|---|---|---|
| | % Somewhat Weak or Very Weak | % Somewhat Weak or Very Weak |
| Preparation and Planning (N=126) | 68.7 | 7.9 |
| Knowledge of Subject Matter (N=80) | 50.1 | 6.3 |
| Techniques of Instruction (N=127) | 57.5 | 5.5 |
| Classroom Management (N=134) | 75.3 | 16.4 |
| Teacher-Student Relationships (N=75) | 38.1 | 5.4 |
| Assessment Techniques (N=101) | 49.2 | 5.0 |
| Professional Responsibilities (N=67) | 50.7 | 14.9 |

TABLE 19

Comparisons of the Number of Beginning Teachers
On Prescriptive Status By Category

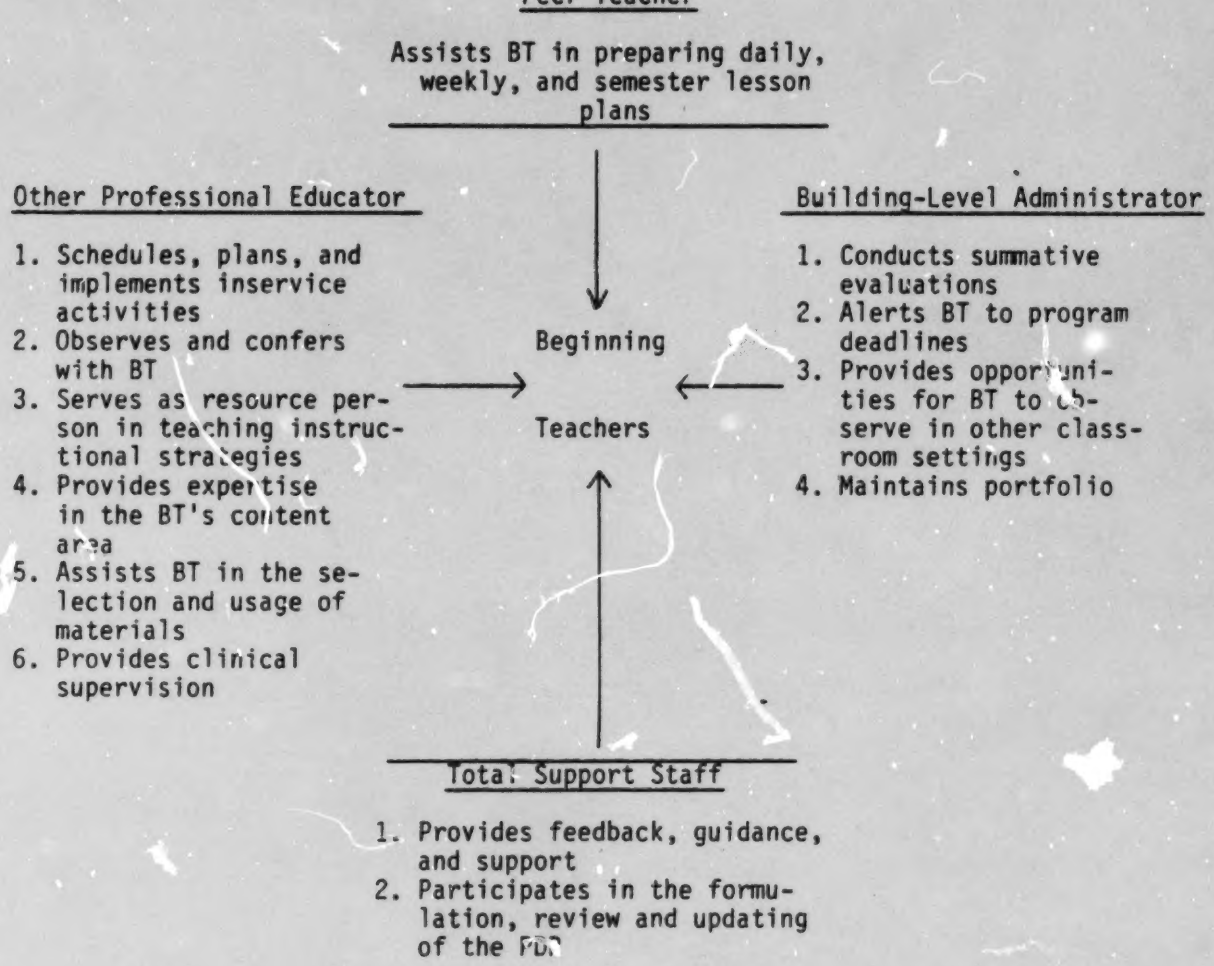
| Category | Number of BTs on Prescriptive Status | |
|---|---|---|
| | 1st Semester | 2nd Semester |
| I. Preparation and Planning | 19 | 5 |
| II. Knowledge of Subject Matter | 4 | 6 |
| III. Classroom Management | 20 | 8 |
| IV. Techniques of Instruction | 16 | 5 |
| V. Teacher-Student Relationships | 7 | 3 |
| VI. Assessment Techniques | 10 | 3 |
| VII. Professional Responsibility | 1 | 1 |

# APPENDIX B

# FIGURES

Figure 1

Support Team Responsibilities to the Beginning Teacher


Peer Teacher
Assists BT in preparing daily, weekly, and semester lesson plans
Other Professional Educator
1. Schedules, plans, and implements inservice activities
2. Observes and confers with BT
3. Serves as resource person in teaching instructional strategies
4. Provides expertise in the BT's content area
5. Assists BT in the selection and usage of materials
6. Provides clinical supervision
Beginning Teachers
Building-Level Administrator
1. Conducts summative evaluations
2. Alerts BT to program deadlines
3. Provides opportunities for BT to observe in other classroom settings
4. Maintains portfolio
Total Support Staff
1. Provides feedback, guidance, and support
2. Participates in the formulation, review and updating of the PDP

PERCEPTIONS OF BEGINNING TEACHER PERFORMANCE
CATEGORY: PREPARATION AND PLANNING

(VS = Very Strong; SS = Somewhat Strong; SW = Somewhat Weak; VW = Very Weak; AVG = Average)

FIGURE 2A

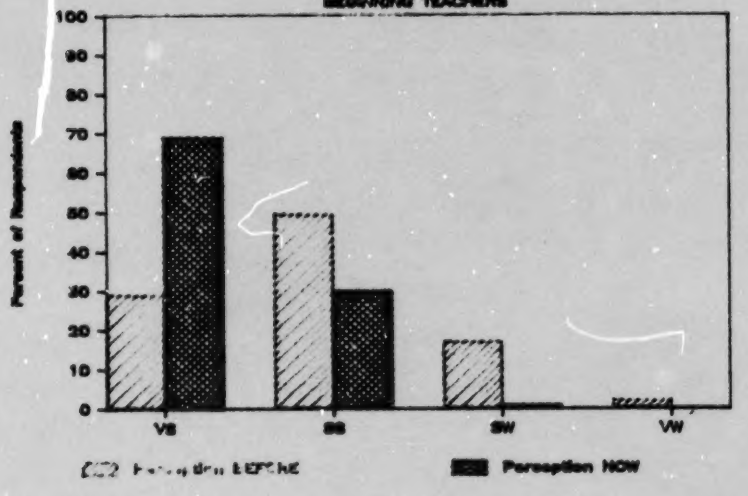



FIGURE 2B

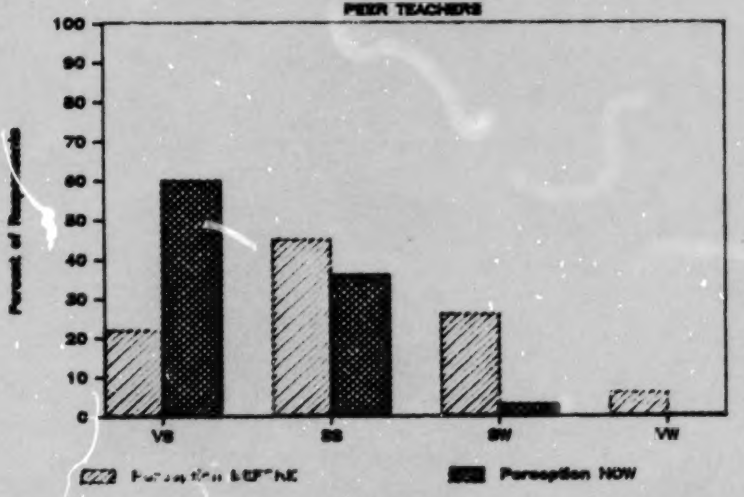



FIGURE 2C

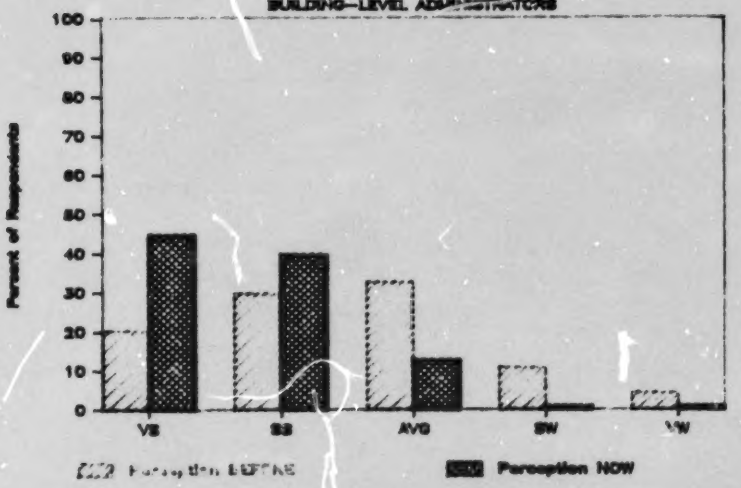
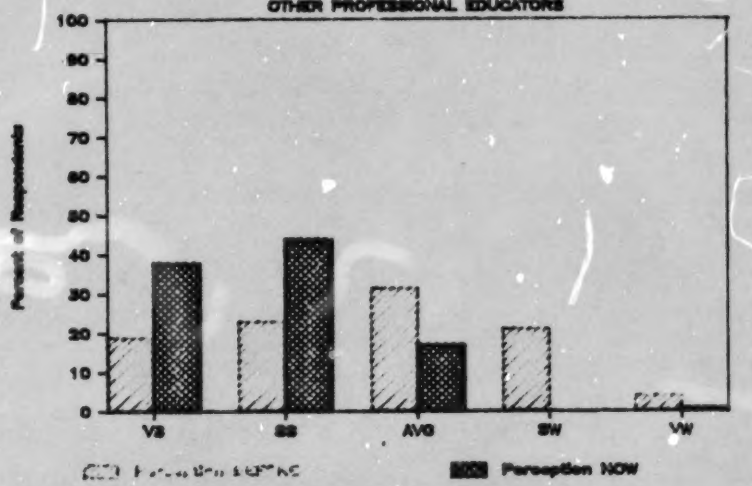



FIGURE 2D



PERCEPTIONS OF BEGINNING TEACHER PERFORMANCE
CATEGORY: KNOWLEDGE OF SUBJECT MATTER

(VS = Very Strong; SS = Somewhat Strong; SW = Somewhat Weak; VW = Very Weak; AVG = Average)

FIGURE 3A

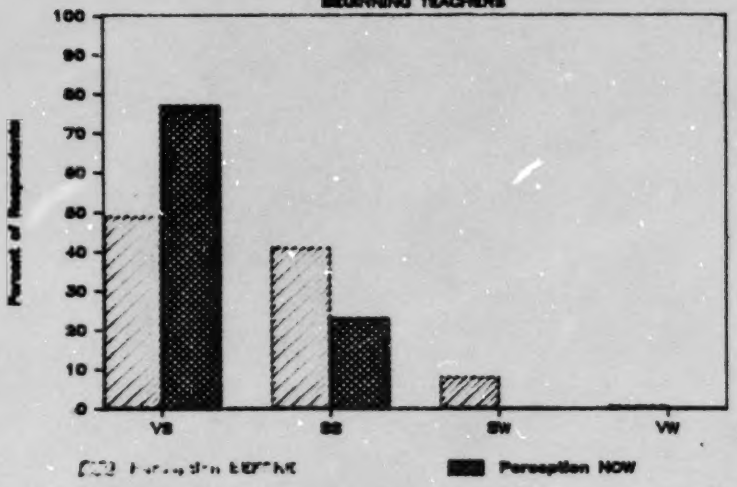



FIGURE 3B

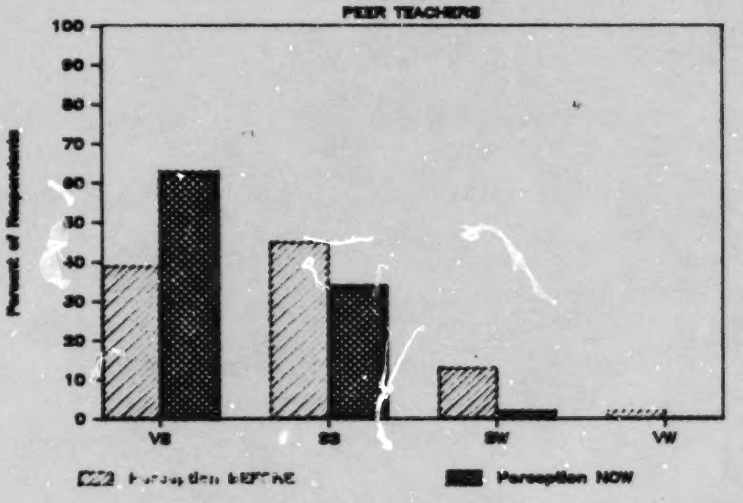



FIGURE 3C

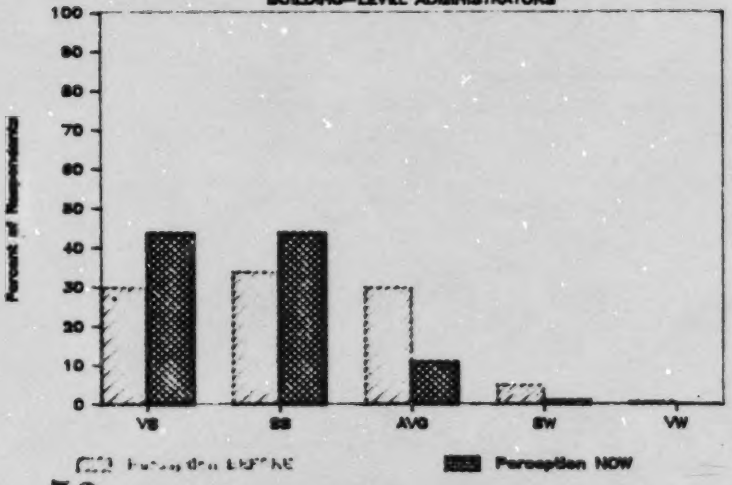
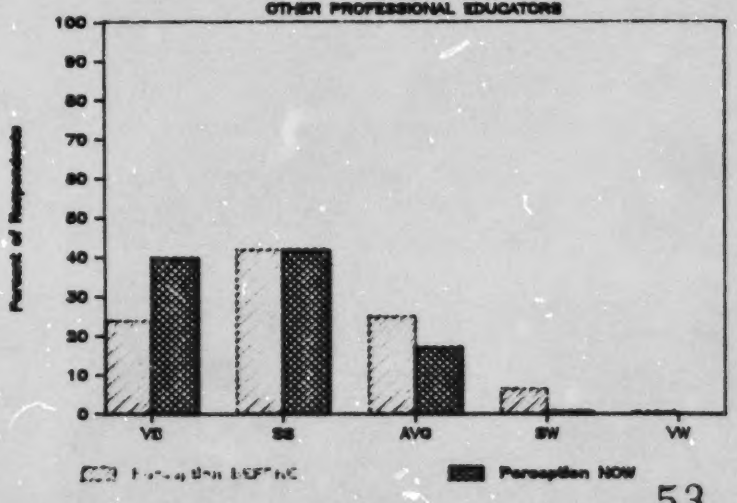



FIGURE 3D







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PERCEPTIONS OF BEGINNING TEACHER PERFORMANCE
CATEGORY: TECHNIQUES OF INSTRUCTION

(VS = Very Strong; SS = Somewhat Strong; SW = Somewhat Weak; VW = Very Weak; AVG = Average)

FIGURE 4A

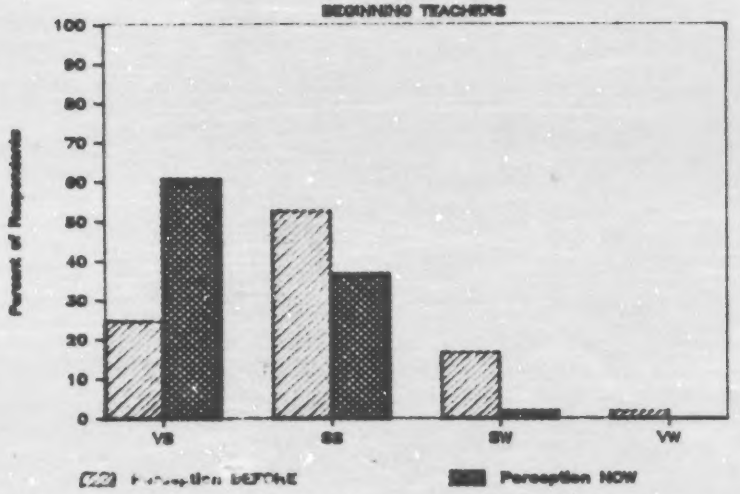



FIGURE 4B

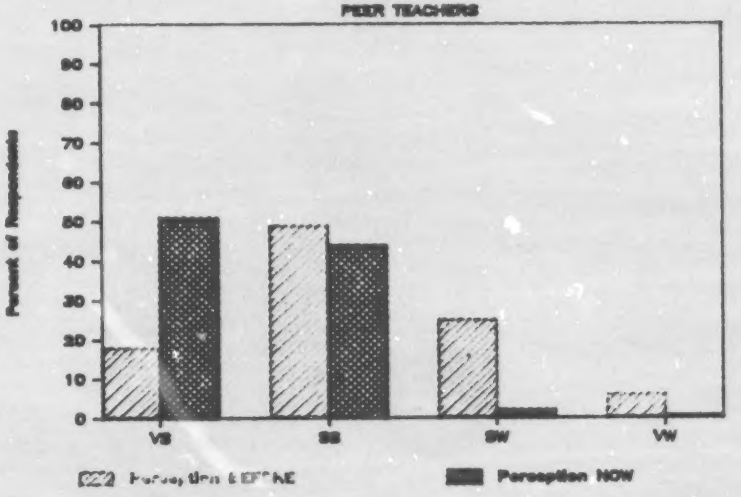



FIGURE 4C

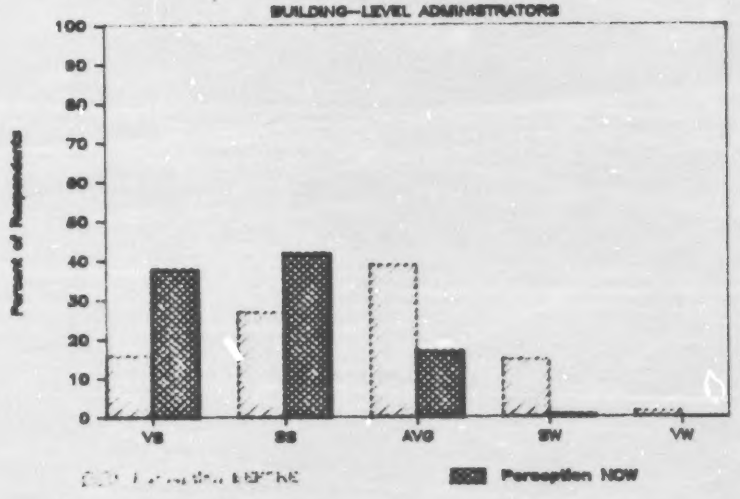
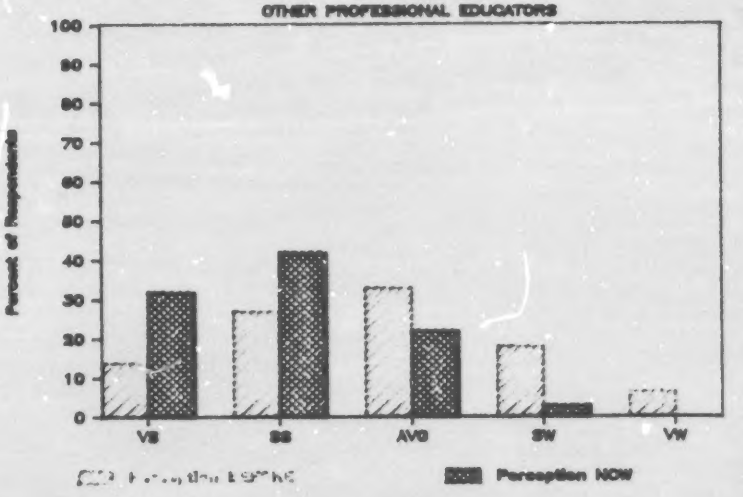



FIGURE 4D



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PERCEPTIONS OF BEGINNING TEACHER PERFORMANCE
CATEGORY: CLASSROOM MANAGEMENT

(VS = Very Strong; SS = Somewhat Strong; SW = Somewhat Weak; VW = Very Weak; AVG = Average)

FIGURE 5A

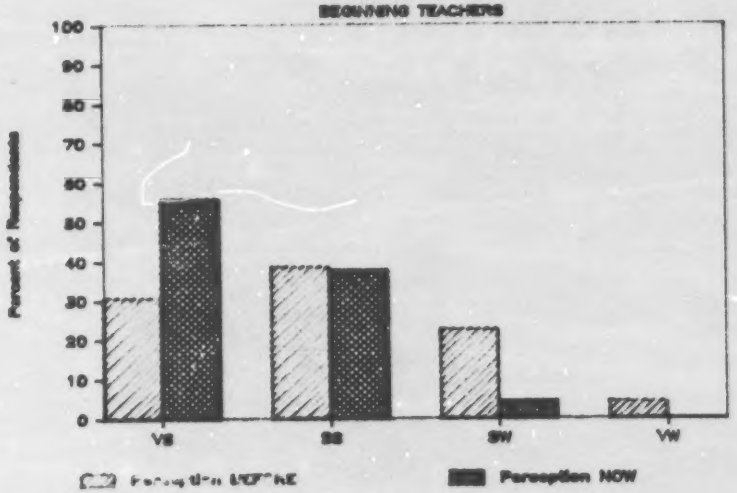



FIGURE 5B

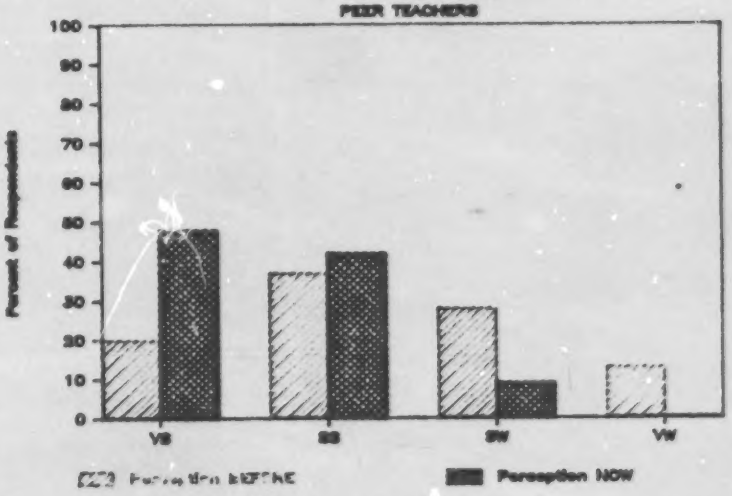



FIGURE 5C

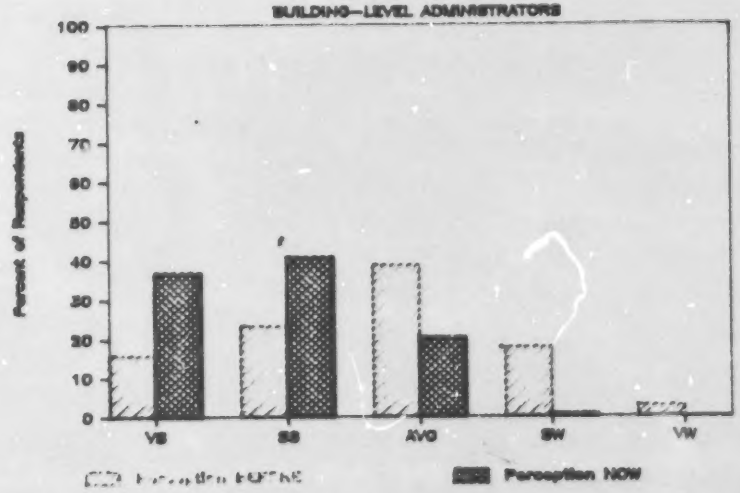
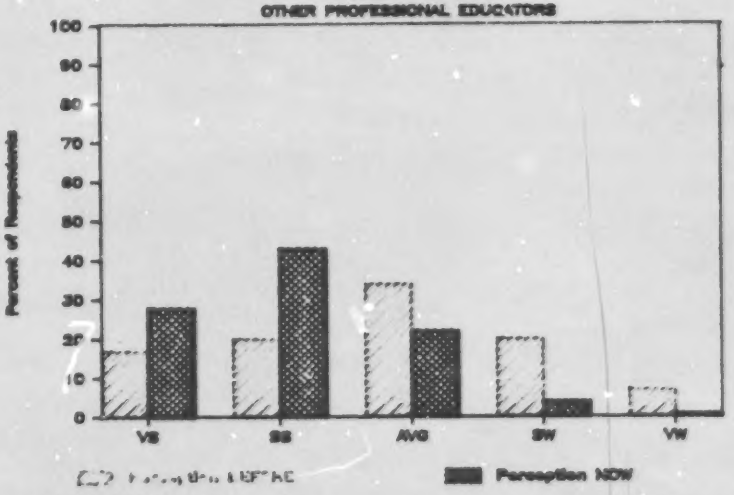



FIGURE 5D





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PERCEPTIONS OF BEGINNING TEACHER PERFORMANCE
CATEGORY: TEACHER-STUDENT RELATIONSHIPS

(VS = Very Strong; SS = Somewhat Strong; SW = Somewhat Weak; VW = Very Weak; AVG = Average)

FIGURE 6A

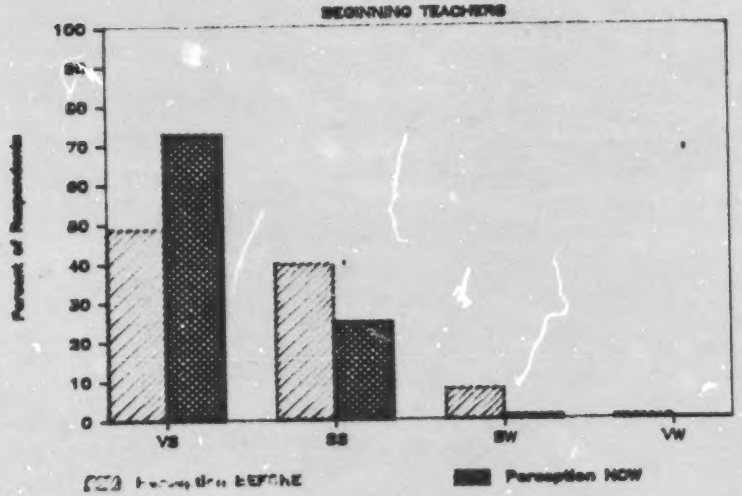



FIGURE 6B

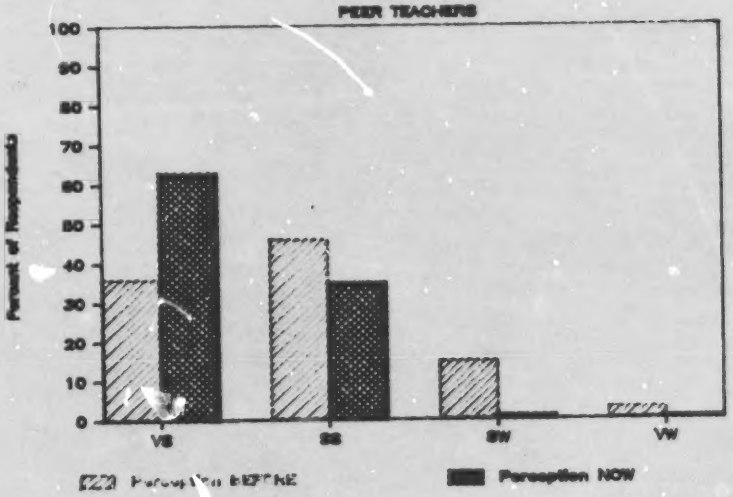



FIGURE 6C

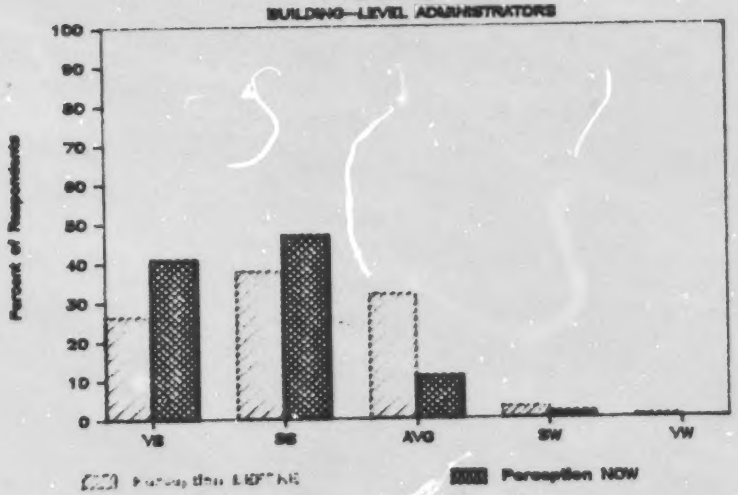
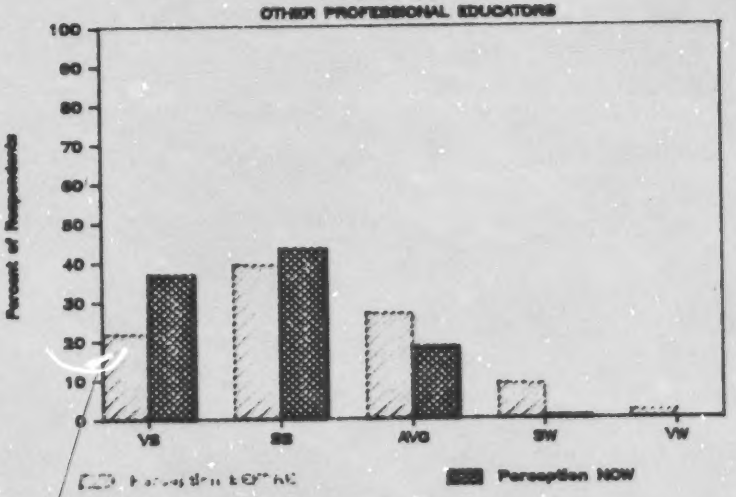



FIGURE 6D

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PERCEPTIONS OF BEGINNING TEACHER PERFORMANCE
CATEGORY: ASSESSMENT TECHNIQUES

(VS = Very Strong; SS = Somewhat Strong; SW = Somewhat Weak; VS = Very Weak; AVG = Average)

FIGURE 7A

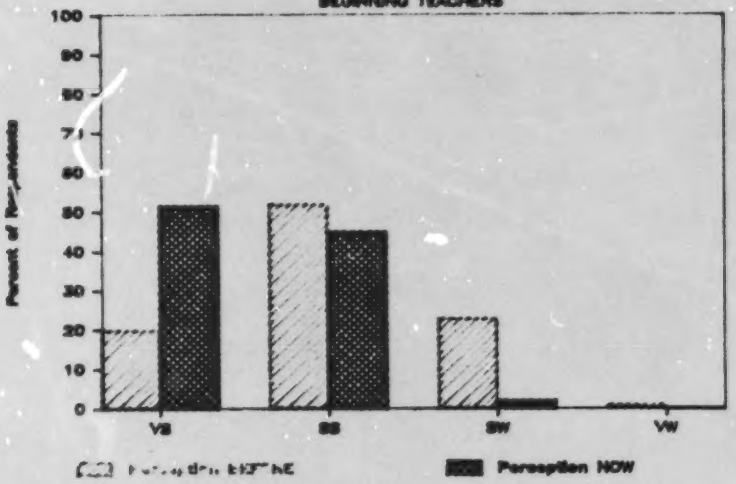



FIGURE 7B

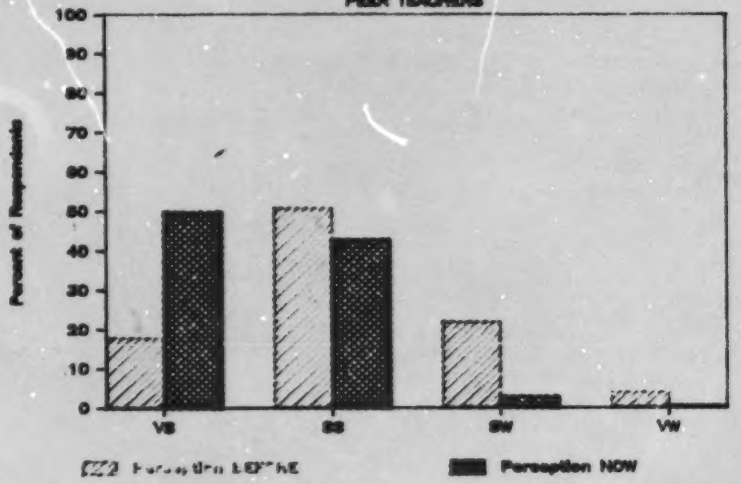



FIGURE 7C

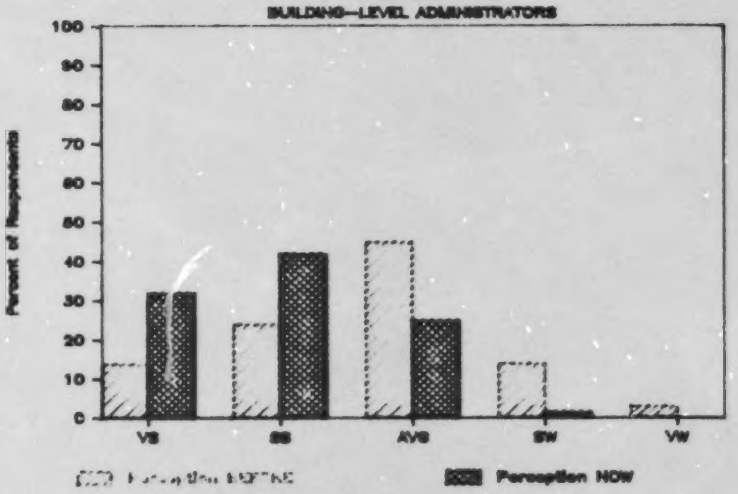
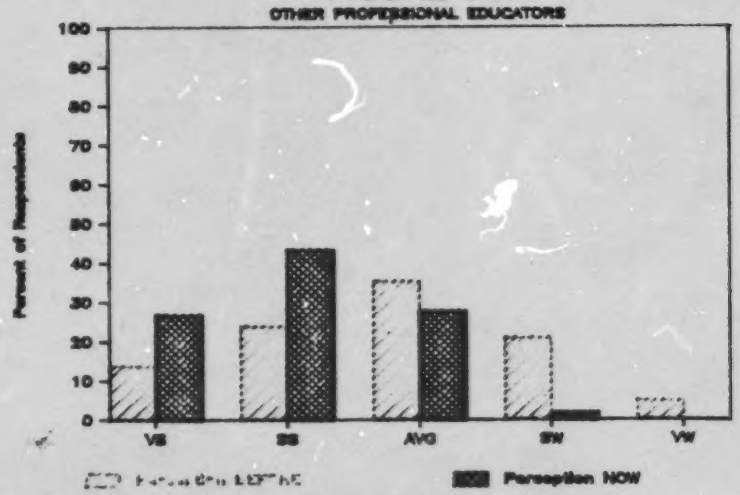



FIGURE 7D





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PERCEPTIONS OF BEGINNING TEACHER PERFORMANCE
CATEGORY: PROFESSIONAL RESPONSIBILITIES

(VS = Very Strong; SS = Somewhat Strong; SW = Somewhat Weak; VW = Very Weak; AVG = Average)

FIGURE 8A

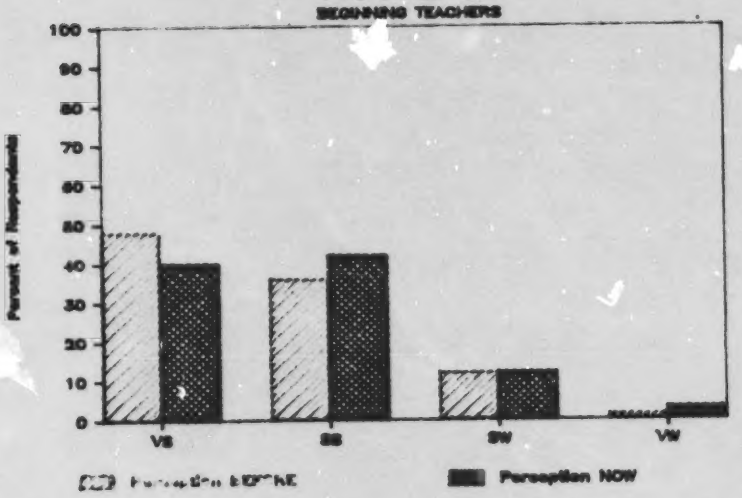



FIGURE 8B

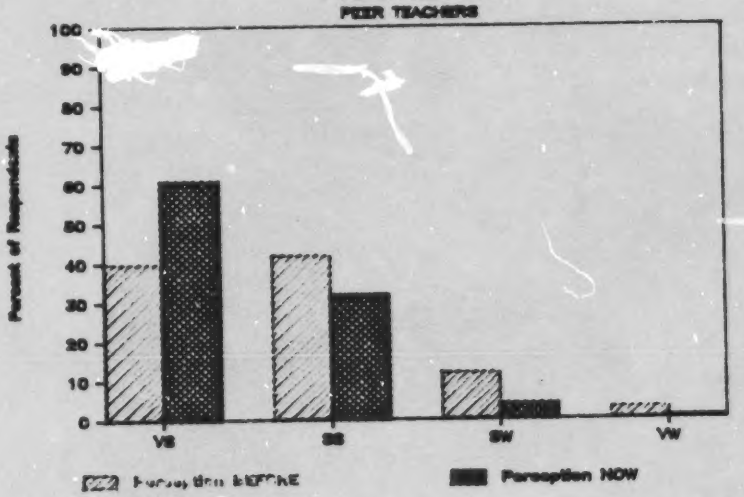



FIGURE 8C

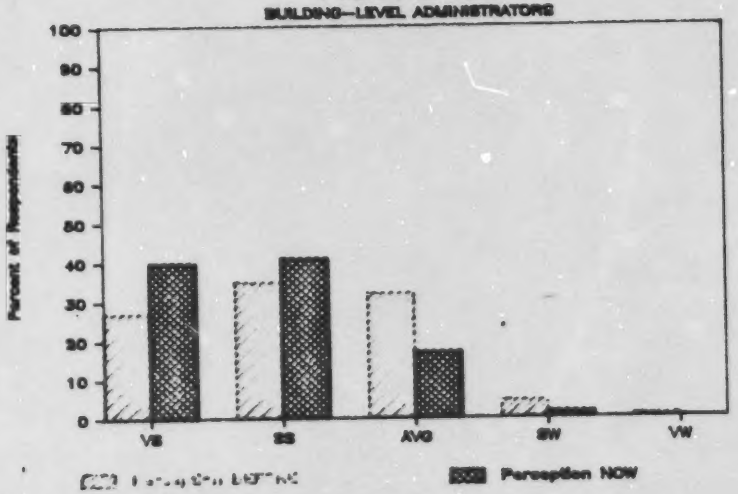
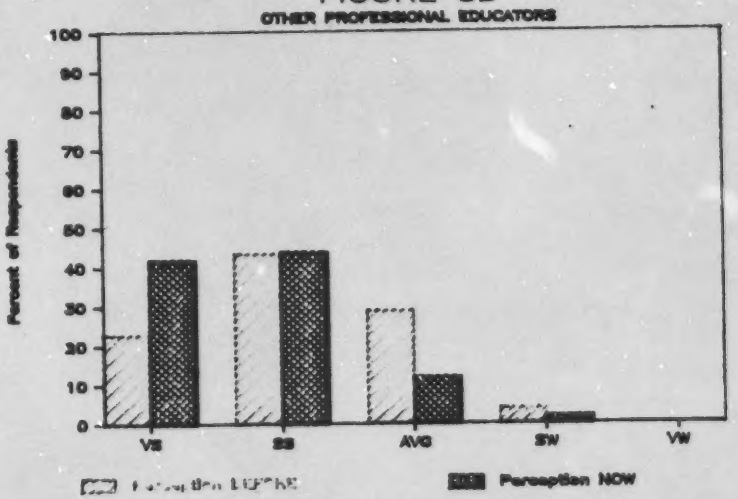



FIGURE 8D





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PARTICIPANTS' PERCEPTIONS OF PROGRAM IMPACT

FIGURE 9A

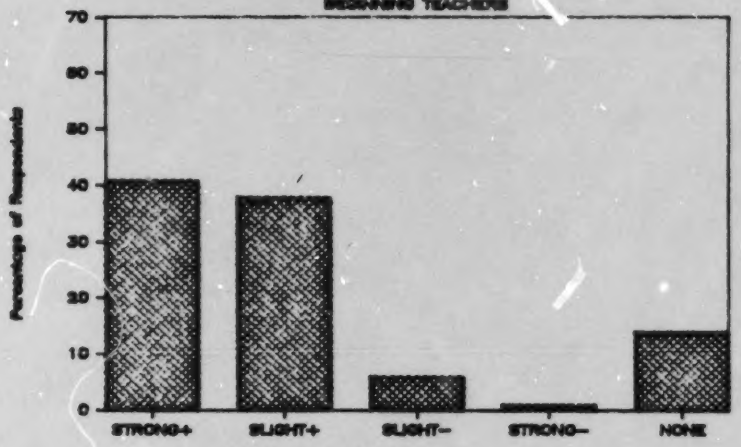



FIGURE 9B

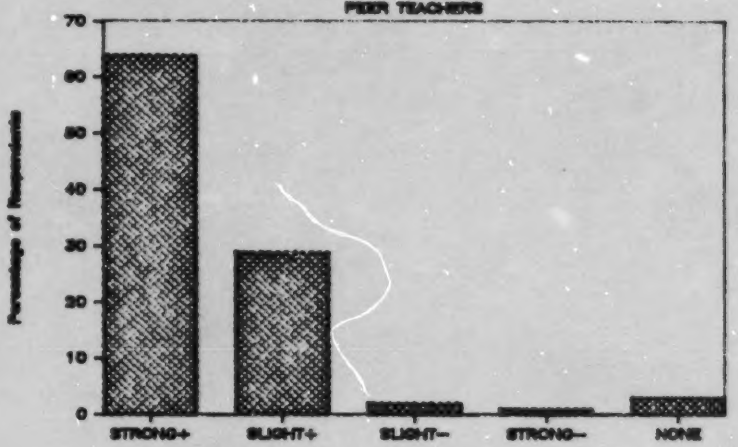



FIGURE 9C

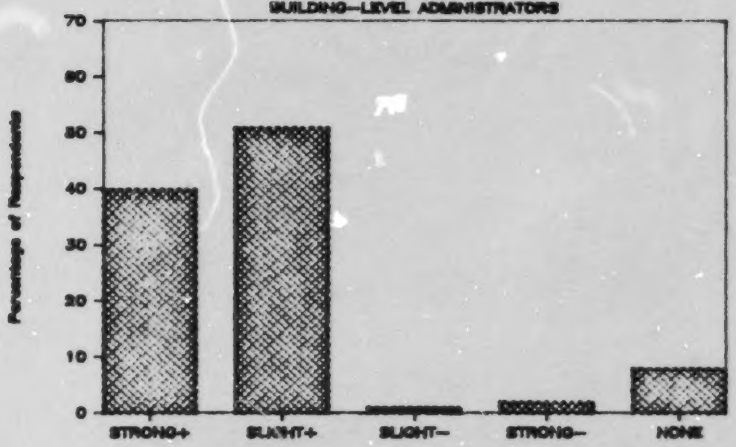
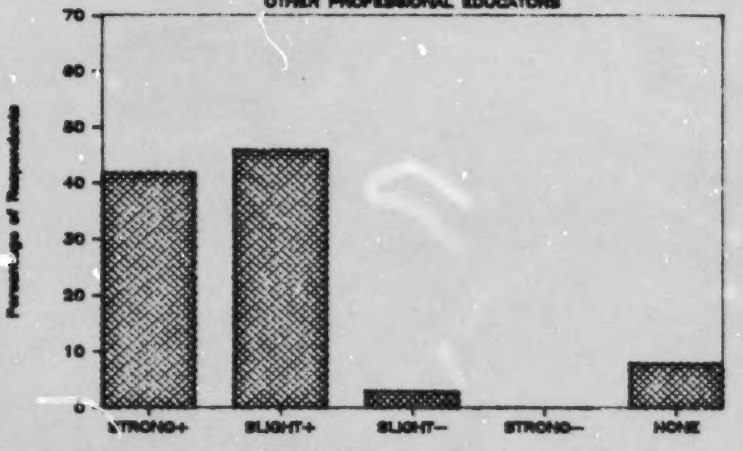



FIGURE 9D



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## APPENDIX C

Generic Competencies

## The 23 Essential Generic Competencies

### Communications Skills

1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.
2. Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.
3. Demonstrate the ability to comprehend and interpret a message after listening.
4. Demonstrate the ability to read, comprehend, and interpret professional material.

### Basic General Knowledge

5. Demonstrate the ability to add, subtract, multiply, and divide.
6. Demonstrate an awareness of patterns of physical and social development in students.

### Technical Skills

7. Diagnose the entry knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.
8. Identify long-range goals for a given subject area.
9. Construct and sequence related short-range objectives for a given subject area.
10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.
13. Present directions for carrying out an instructional activity.
14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.

## Administrative Skills

15. Establish a set of classroom routines and procedures for utilization of materials and physical movement.

16. Formulate a standard for student behavior in the classroom.

17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

18. Identify and/or develop a system for keeping records of class and individual student progress.

## Interpersonal Skills

19. Counsel with students both individually and collectively concerning their academic needs.

20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.

21. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.

APPENDIX D

Interview Questions For Beginning Teachers

BEGINNING TEACHER PROGRAM

INTERVIEW QUESTIONS FOR BEGINNING TEACHERS

SCHOOL_____ DATE_____

A. TRAINING/PREPARATION

1. Did you view any of the three BTP orientation videotapes?
_____ Yes _____ No

a. If YES, how many did you view? _____1 _____2 _____3 _____ N/A

b. If YES, were they effective in providing an overview of the program's purpose and procedures?
_____ Yes _____ No _____ N/A

2. After viewing the orientation videotapes did you know:

a. what you were required to do to complete the program?
_____ Yes _____ No _____ N/A

b. the generic competencies?
_____ Yes _____ No _____ N/A

c. how long you were to remain in the program?
_____ Yes _____ No _____ N/A

d. the general procedures for assessing your performance?

_____ Yes _____ No _____ N/A

e. the roles and responsibilities of each of your support team members

_____ Yes _____ No _____ N/A

3. Did you view any of the following training videotapes?

a. Planning and Preparation? _____ Yes _____ No

Did it help you understand the generic competencies?
_____ Yes _____ No _____ N/A

b. Techniques of Instruction _____ Yes _____ No

Did it help you understand the generic competencies?
_____ Yes _____ No _____ N/A

c. Assessment Techniques? _____ Yes _____ No

Did it help you understand the generic competencies?
_____ Yes _____ No _____ N/A

d. Pupil-Teacher Relationships/Classroom Management?
_____ Yes _____ No

Did it help you understand the generic competencies?
_____ Yes _____ No _____ N/A

4. What additional information should be included in future BTP training or inservice?

5. In what other ways (other than additional information) could training be improved?

6. Did you receive copies of the BTP newsletter on a regular basis?
_____ yes _____ No

a. If NO, did you receive <u>any</u> newsletters? _____ yes _____ No

b. Did you find the information in the newsletter to be useful?
_____ Yes _____ No _____ N/A

7. Here is a list of the types of assistance you should have received in the Beginning Teacher Program. (Let the teacher read the descriptions).

a. In your opinion, was any of the things on the list NOT DONE for you?
_____ Yes _____ No (If YES, what assistance was not given?)

INTERVIEW: BEGINNING TEACHERS (CONTINUED)

8. Did any problems arise in regard to cooperation or communication between you and any of your support team members?
_____ Yes _____ No (If YES, explain)

9. What do you feel was the most significant contribution of your peer teacher on your professional development?

10. What was the most significant contribution your OPE made to your professional development?

11. What was the most significant contribution of your BLA to your professional development?

12. How many assessments were conducted by your school administrator?

13. Were you made familiar with TADS and the general observation procedures?
_____ Yes _____ No

How was this done?

14. Were post-conferences held after each assessment?
_____ Yes _____ No

a. If NO, how many post-conferences were held? _____

b. What information was given to you in the post-conferences? _____ N/A

15. Did you share the results of your administrator's observations with your peer teacher for discussion? _____ Yes _____ No

INTERVIEW: BEGINNING TEACHERS (CONTINUED)

16. Were you familiar with your progress throughout most of the school year?
_____ Yes _____ No (If NO, explain)

17. Did you have a prescription written anytime this year?
_____ Yes _____ No

a. If YES, in what area(s)?

_____ Preparation and Planning
_____ Techniques of Instruction
_____ Assessment Techniques
_____ Student-Teacher Relationships
_____ Classroom Management

b. Which specific remediation activities were assigned to you?
_____ N/A

c. Do you think these activities were helpful?
_____ Yes _____ No (If NO, explain) _____ N/A

18. Was a professional development plan formulated?
_____ Yes _____ No _____ Don't Know _____ N/A

19. Did you participate in the development of the PDP?
_____ Yes _____ No _____ Don't Know _____ N/A
(If YES, describe the nature of your participation.)

20. Approximately how many times was your professional development plan updated? _____ (_____ N/A)

INTERVIEW: BEGINNING TEACHERS (CONTINUED)

21. Were you satisfied with the professional development plans that were formulated?
_____ Yes _____ No (If NO, explain) _____ N/A

22. How many times did your entire support team meet with you to discuss your performance or progress? _____

23. Overall, how well did you and the support team work together?

24. What BTP-related problems have you experienced during this school year?

Have they been resolved?

25. What positive changes do you feel you made as a result of your participation in the Beginning Teacher Program?

26. How would you rate the overall effectiveness of the Beginning Teacher Program as implemented in your school?
_____ Excellent _____ Good _____ No Opinion _____ Fair _____ Poor

COMMENTS:

27. What suggestions do you have for improving the Beginning Teacher Program in general?

APPENDIX E

Interview Questions For Peer Teachers

BEGINNING TEACHER PROGRAM

INTERVIEW QUESTIONS FOR PEER TEACHERS

SCHOOL_____ DATE_____

A. TRAINING/PREPARATION

1. Did you view any of the three BTP orientation videotapes?
_____ Yes _____ No

   a. How many did you view? _____ 1 _____ 2 _____ 3 _____ N/A

   b. Were they effective in providing an overview of the program's purpose and procedures?
   _____ Yes _____ No _____ N/A

2. After viewing the videotapes, did you know:

   a. what the beginning teacher was required to do to complete the program?
   _____ Yes _____ No _____ N/A

   b. the procedures for assessing the beginning teacher's performance?
   _____ Yes _____ No _____ N/A

   c. the requirements for the professional development plan?
   _____ Yes _____ No _____ N/A

   d. your role and responsibilities as a peer teacher?
   _____ Yes _____ No _____ N/A

   e. the roles and responsibilities of other support team members?
   _____ Yes _____ No _____ N/A

   f. the design and maintenance of the portfolio?
   _____ Yes _____ No _____ N/A

INTERVIEW: PEER TEACHERS CONTINUED

3. Did you view any of the following training tapes?

   a. Planning and Preparation tape? _____ Yes _____ No

      Did it help you understand the generic competencies?
      _____ Yes _____ No _____ N/A

   b. Techniques of Instruction tape? _____ Yes _____ No

      Did it help you understand the generic competencies?
      _____ Yes _____ No _____ N/A

   c. Assessment Techniques tape? _____ Yes _____ No

      Did it help you understand the generic competencies?
      _____ Yes _____ No _____ N/A

   d. Pupil-Teacher Relationships/Classroom Management tape?
      _____ Yes _____ No

      Did it help you understand the generic competencies?
      _____ Yes _____ No _____ N/A

4. After viewing all of the videotapes, did you feel prepared to:

   a. provide feedback to the beginning teacher? ____ Yes _____ No

      If no, explain.

   b. confer with the beginning teacher? _____ Yes _____ no

      If no, explain.

   c. assist in developing the professional development plan?
      _____ Yes _____ No

      If No, explain.

   d. orient the beginning teacher to TADS and the evaluation process?
      _____ Yes _____ No

      If no, explain .

e. maintain a record of peer teacher involvement? _____ Yes _____ No

5. In general, how could your training for the BTP have been improved?

6. Did you receive copies of the BTP newsletters on a regular basis?
_____ Yes _____ No

a. If NO, did you receive or see any newsletters?
_____ Yes _____ No

b. If YES, did you find the information in the newsletter to be useful?
_____ Yes _____ No (If NO, explain)

B. SUPPORT PROCESS

7. Here is a list of the types of assistance that is to be given to the beginning teacher by the support team members (Let the peer teacher read the descriptions).

In your opinion, were any of the things on the list NOT DONE for the beginning teacher?
_____ Yes _____ No (If YES, what assistance was not given?)

8. Did any problems arise in regard to cooperation or communication among the support team members?
_____ Yes _____ No (If YES, explain)

9. Overall, how well did you and other members of the support team work together?

10. How well did you and the beginning teacher work together?

INTERVIEW: PEER TEACHERS CONTINUED

11. Did you ever visit the beginning teacher in the classroom?
_____ Yes _____ No

12. Did you and the beginning teacher ever discuss his/her performance?

13. Were you informed of the results of the beginning teacher's assessments and his/her status on the generic competencies?
_____ Yes _____ No

If YES, by whom?
_____ BT _____ BLA _____ OPE

14. Was the beginning teacher regularly informed of his/her status on the generic competencies and assessment results?
_____ Yes _____ No _____ Don't Know

15. Did you attend any post-conference with the beginning teacher?

_____ Yes _____ No

a. If YES, how many did you attend? _____

b. If YES, what information was usually given to the beginning teacher in the post-conferences?

16. Was a professional development plan formulated for the beginning teacher?
_____ Yes _____ No _____ Don't Know (If NO, explain why)

17. Did you participate in the development of the PDP?
_____ Yes _____ No _____ Don't Know _____ N/A
(If YES, describe the nature of your participation.)

INTERVIEW: PEER TEACHERS CONTINUED

18. Did the beginning teacher participate in the formulation of his/her professional development plan?
_____ Yes _____ No _____ Don't Know _____ N/A

19. Approximately how many times was the professional development plan updated? _____ (_____ N/A)

20. Were you satisfied with the quality of the professional development plan?
_____ Yes _____ No (If NO, explain) _____ N/A)

21. Did the beginning teacher's entire support team ever meet with him/her to discuss his/her performance?
_____ Yes _____ No

22. What do you feel was the most significant contribution you made to the beginning teacher's professional development.

23. What significant positive changes did you observe in the beginning teacher as a result of his/her participation in the Beginning Teacher Program?

INTERVIEW: PEER TEACHERS CONTINUED

24. How would you rate the overall effectiveness of the Beginning Teacher Program as implemented in your school?
_____ Excellent _____ Good _____ No Opinion _____ Fair _____ Poor

COMMENTS:

25. What suggestions do you have for improving the Beginning Teacher Program in general?

26. Other Comments:

APPENDIX F

Interview Questions For Building-Level Administrators

BEGINNING TEACHER PROGRAM

INTERVIEW QUESTIONS FOR BUILDING-LEVEL ADMINISTRATORS

SCHOOL_____ DATE_____

A. TRAINING/ORIENTATION

1. How many beginning teachers are employed at your site this year? _____

2. Did you view any of the three BTP orientation videotapes?
_____ Yes _____ No

How many did you view? _____ 1 _____ 2 _____ 3 _____ N/A

Were they effective in providing an overview of the program's purpose and procedures? _____ Yes _____ No _____ N/A

COMMENTS:

3. Did you view any of the following training tapes?

a. Planning and Preparation tape? _____ Yes _____ No

Did it help you understand the generic competencies?

_____ Yes _____ No _____ N/A

b. Techniques of Instruction tape? _____ Yes _____ No

Did it help you understand the generic competencies?

_____ Yes _____ No _____ N/A

c. Assessment Techniques tape? _____ Yes _____ No

Did it help you understand the generic competencies?

_____ Yes _____ No _____ N/A

d. Pupil-Teacher Relationships/Classroom Management tape?

Did it help you understand the generic competencies?

_____ Yes _____ No

4. Did you attend a workshop on the Teacher Assessment and Development system (TADS) this year?
_____ Yes _____ No

   a. If YES, was the program effective in communicating all you needed to know regarding the assessment of beginning teachers?
   _____ Yes _____ No _____ N/A

   b. If NO, what should have been covered or how should it have been improved?

5. Did you attend any area or district workshops in which the BTP was discussed by a BTP staff member?
_____ Yes _____ No

   Did you obtain any useful information?
   _____ Yes _____ No _____ N/A

   If NO, how should such workshops be improved in the future ?

6. What additional information should be included in future BTP training or inservice activities?
_____ Yes _____ No (If YES, explain)

7. In what other ways (other than additional information) could training be improved?

INTERVIEW: BUILDING-LEVEL ADMINISTRATOR CONTINUED

B. BEGINNING TEACHER/SUPPORT TEAM IDENTIFICATION

8. Were any problems encountered in identifying the beginning teachers on your staff?
_____ Yes _____ No (If YES, explain)

9. Were any difficulties encountered in identifying and/or securing peer teachers?
_____ Yes _____ No (If YES, explain)

10. Did any confusion arise among support team members regarding their BTP roles and responsibilities?
_____ Yes _____ No (If YES, explain)

11. In your opinion, do you feel that each beginning teacher's support team member fulfilled his/her roles and responsibilities?
_____ Yes _____ No (If NO, explain)

---

C. SUPPORT PROCESS

NOTE: The following questions are related to the BTP support process for _____.
(beginning teacher)

12. How many times has this beginning teacher been assessed by you so far?
_____

13. Did you orient the BT on TADS and general observation procedures prior to your initial assessment?
_____ Yes _____ No (If NO, explain)

a. How did you orient the BT?

14. Were post-conferences held with the beginning teacher after each assessment?
_____ Yes _____ No (If NO, explain)

a. If NO, approximately how many conferences were held? _____

b. What topics were usually discussed in the post-conferences?

15. Did the beginning teacher have a prescription written anytime this year (If NO, go to item 16)
_____ Yes _____ No

a. In what area(s)?

b. Which specific remediation activities were assigned to him/her?

c. Were these activities effective? _____ Yes _____ No
(If NO, explain)

16. Was a professional development plan formulated for this teacher?
_____ Yes _____ No

17. Did each support team member participate in the development of the beginning teacher's professional development plan?
_____ Yes _____ No _____ N/A

a. If NO, which support team members did not participate and why?

b. If YES, how was this done?

INTERVIEW: BUIDLING-LEVEL ADMINISTRATOR CONTINUED

18. Did the beginning teacher participate in the development of his/her professional development plan?
_____ Yes _____ No _____ N/A

a. If NO, then explain:

b. If YES, how was this done?

19. Approximately how many times was the professional development plan updated? _____ (___N/A)

20. Overall, how well did the beginning teacher's support team work together?

21. What BTP-related problems have you experienced this school year?

Have they been resolved?

22. Were communication and coordination from the BTP district office useful in assisting you in the administration of your Beginning Teacher Program?
_____ Yes _____ No (If NO, explain)

23. If needed, how could communication and coordination from the BTP district office be improved?

24. What significant, positive changes have you observed in this teacher that have resulted from his/her participation in the Beginning Teacher Program as compared to his/her performance at the beginning of the school year?

25. How would you rate the overall effectiveness of your Beginning Teacher Program this year?

_____ Excellent _____ Good _____ No Opinion _____ Fair _____ Poor

COMMENTS:

26. What suggestions do you have for improving the Beginning Teacher Program in general?

APPENDIX G

Interview Questions For Other Professional Educators

BEGINNING TEACHER PROGRAM

INTERVIEW QUESTIONS FOR OTHER PROFESSIONAL EDUCATORS

SCHOOL_____ DATE_____

A. TRAINING/PREPARATION

1. Did you view any of the three BTP orientation videotapes?
_____ Yes _____ No

   a. How many did you view? _____ 1 _____ 2 _____ 3 _____ N/A

   b. Were they effective in providing an overview of the program's purpose and procedures?
_____ Yes _____ No _____ N/A

2. After viewing the videotapes, did you know:

   a. what the beginning teacher was required to do to complete the program?
_____ Yes _____ No _____ N/A

   b. the procedures for assessing the beginning teacher's performance?
_____ Yes _____ No _____ N/A

   c. the requirements for the professional development plan?
_____ Yes _____ No _____ N/A

   d. your role and responsibilities as an OPE.
_____ Yes _____ No _____ N/A

   e. the roles and responsibilities of other support team members?
_____ Yes _____ No _____ N/A

   f. the design and maintenance of the portfolio?
_____ Yes _____ No _____ N/A

INTERVIEW: OTHER PROFESSIONAL EDUCATORS CONTINUED

3. Did you view any of the following training tapes?

   a. Planning and Preparation tape? _____ Yes _____ No

      Did it help you understand the generic competencies?
      _____ Yes _____ No _____ N/A

   b. Techniques of Instruction tape? _____ Yes _____ No

      Did it help you understand the generic competencies?
      _____ Yes _____ No _____ N/A

   c. Assessment Techniques tape? _____ Yes _____ No

      Did it help you understand the generic competencies?
      _____ Yes _____ No _____ N/A

   d. Pupil-Teacher Relationships/Classroom Management tape?
      _____ Yes _____ No

      Did it help you understand the generic competencies?
      _____ Yes _____ No _____ N/A

4. After viewing all of the videotapes, did you feel prepared to:

   a. observe the beginning teacher? ____ Yes _____ No

      If no, explain.

   b. confer with the beginning teacher? _____ Yes _____ no

      If no, explain.

   c. assist in developing the professional development plan?
      _____ Yes _____ No

      If No, explain.

   d. orient the beginning teacher to TADS and the evaluation process?
      _____ Yes _____ No

      If no, explain

5. In general, how could your training for the BTP have been improved?

6. Did you receive copies of the BTP newsletters on a regular basis?
_____ Yes _____ No

a. If NO, did you receive or see <u>any</u> newsletters?
_____ Yes _____ No

b. If YES, did you find the information in the newsletter to be useful?
_____ Yes _____ No (If NO, explain)

B. <u>SUPPORT PROCESS</u>

The following questions should be answered for _____ (beginning teacher).

7. Here is a list of types of assistance that is to be given to the beginning teacher by support team members (Let the OPE read the descriptions).

In your opinion, were any of the things on the list NOT DONE for the beginning teacher?

_____ Yes _____ No (If YES, what assistance was not given?)

8. Did any problems arise in regard to cooperation or communication among the support team members?
_____ Yes _____ No (If YES, explain)

9. Overall, how well did you and other members of the support team work together?

10. How well did you and the beginning teacher work together?

INTERVIEW: OTHER PROFESSIONAL EDUCATORS CONTINUED

11. Did you ever observe the beginning teacher in the classroom?
_____ Yes _____ No

12. Did you and the beginning teacher ever discuss his/her performance?

13. Were you informed of the results of the beginning teacher's assessments and his/her status on the generic competencies?
_____ Yes _____ No

If YES, by whom?
_____ BT _____ BLA _____ OPE

14. Was the beginning teacher regularly informed of his/her status on the generic competencies and assessment results?
_____ Yes _____ No _____ Don't Know

15. Did you attend any post-conferences with the beginning teacher?
_____ Yes _____ No

a. If YES, how many have you attended? _____

b. If YES, what information was usually given to the beginning teacher in the post-conferences?

16. Was a professional development plan formulated for the beginning teacher?
_____ Yes _____ No _____ Don't Know (If NO, explain why)

17. Did you participate in the development of the PDP?
_____ Yes _____ No _____ Don't Know _____ N/A
(If YES, describe the nature of your participation.)

INTERVIEW: OTHER PROFESSIONAL EDUCATORS CONTINUED

18. Did the beginning teacher participate in the formulation of his/her professional development plan?
_____ Yes _____ No _____ Don't Know _____ N/A

19. Approximately how many times was the professional development plan updated? _____ (_____ N/A)

20. Were you satisfied with the quality of the professional development plan?
_____ Yes _____ No (If NO, explain) _____ N/A)

21. Did the beginning teacher's entire support team ever meet with him/her to discuss his/her performance?
_____ Yes _____ No

22. What do you feel was the most significant contribution you made to the beginning teacher's professional development.

23. What significant positive changes did you observe in the beginning teacher as a result of his/her participation in the Beginning Teacher Program?

INTERVIEW: OTHER PROFESSIONAL EDUCATORS CONTINUED

24. How would you rate the overall effectiveness of the Beginning Teacher Program as implemented in your school?
_____ Excellent _____ Good _____ No Opinion _____ Fair _____ Poor

COMMENTS:

25. What suggestions do you have for improving the Beginning Teacher Program in general?

26. Other Comments:

APPENDIX H

Beginning Teacher Questionnaire

DADE COUNTY PUBLIC SCHOOLS

BEGINNING TEACHER PROGRAM QUESTIONNAIRE

BEGINNING TEACHER FORM

The purpose of this questionnaire is to determine the effectiveness of the Beginning Teacher Program in your school in achieving its primary goal - to improve the teaching performance of beginning teachers. Since you have been listed as a participant in the Beginning Teacher Program for most of the 1983-84 school year, we are interested in learning about your perceptions of the program's effectiveness. Therefore, we are requesting that you complete the items which are included in this questionnaire.

You may be assured that all responses will remain anonymous. The responses will only be used to evaluate the Beginning Teacher Program, not individual teachers.

Please complete the questionnaire and return it to us by June 12, 1984. Return your form to Mail Code: 9999, Room 800: Attention Dr. Connor. If you have any questions, please contact Dr. Lynne Connor at 350-3447.

Thank you.

I.D. Code: _____ (2-4)

PART I

DIRECTIONS: Place a check (/) in the space which precedes your answer to the questions below.

A. What month, during the 1983-84 school year, were you first given a teaching assignment in the Dade County Public Schools?

| | | |
|---|---|---|
| 276 | 1. | August |
| 64 | 2. | September |
| 21 | 3. | October |
| 23 | 4. | after October |

(5)

B. In which grade level are your assigned teaching duties?

| | | |
|---|---|---|
| 253 | 1. | Elementary |
| 60 | 2. | Middle/Junior High |
| 69 | 3. | Senior High |
| 2 | 4. | Adult/Vocational |
| 0 | 5. | Districtwide/Areawide |

(6)

C. In which subject area have you been assigned most of your teaching duties?

| | | |
|---|---|---|
| 186 | 1. | Elementary Education |
| 36 | 2. | English/Language Arts |
| 32 | 3. | Exceptional Education |
| 9 | 4. | Foreign Language |
| 1 | 5. | Guidance |
| 13 | 6. | Mathematics |
| 11 | 7. | Music |
| 10 | 8. | Physical Education |
| 2 | 9. | Reading |
| 27 | 10. | Science |
| 13 | 11. | Social Studies |
| 16 | 12. | Vocational |
| 30 | 13. | OTHER (specify) _____ |

(7-8)

D. What was your undergraduate major?

| | | |
|---|---|---|
| 131 | 1. | Elementary Education |
| 35 | 2. | English/Language Arts |
| 29 | 3. | Exceptional Education |
| 14 | 4. | Foreign Language |
| 1 | 5. | Guidance |
| 6 | 6. | Mathematics |
| 11 | 7. | Music |
| 13 | 8. | Physical Education |
| 0 | 9. | Reading |
| 17 | 10. | Science |
| 19 | 11. | Social Studies |
| | 12. | Vocational |
| | 13. | OTHER (specify) _____ |

(9-10)

E. From which college/university did you receive your undergraduate degree?

| | | |
|---|---|---|
| 47 | 1. | Florida International University |
| 11 | 2. | University of Florida |
| 15 | 3. | Florida State University |
| 33 | 4. | University of Miami |
| 3 | 5. | Florida Atlantic University |
| 8 | 6. | Florida A & M University |
| 15 | 7. | Barry University |
| 7 | 8. | University of South Florida |
| 2 | 9. | University of Central Florida |
| 18 | 10. | Biscayne College/St. Augustine of Villanova University |
| 1 | 11. | University of West Florida |
| 0 | 12. | University of North Florida |
| 43 | 13. | OTHER-FLORIDA: (specify)_____ (11-12) |
| 178 | 14 | OTHER-OUT-OF-STATE: (specify)_____ |

F. What is your highest degree?

| | | |
|---|---|---|
| 307 | 1. | Bachelor |
| 65 | 2. | Masters |
| 7 | 3. | Specialist (13) |
| 4 | 4. | Doctorate |

G. Have you taken the Florida Teacher Certification Examination?

| | | |
|---|---|---|
| 32 | 1. | No. |
| 284 | 2. | Yes, passed. (14) |
| 69 | 3. | Yes, did not pass. |

H. How many years of full-time teaching experience did you have prior to August 1983?

| | | | | | |
|---|---|---|---|---|---|
| 225 | 1. | None. | 13 | 4. | Four years. |
| 49 | 2. | One year. | 8 | 5 | Five years. (15) |
| 38 | 3. | Two years. | 52 | 6 | Five years+. |

I. Are you and your peer teacher assigned to the same instructional level?

| | | |
|---|---|---|
| 276 | 1. | Yes |
| 109 | 2. | No (16) |

J. Are you and your peer teacher assigned to the same subject area?

| | | |
|---|---|---|
| 293 | 1. | Yes |
| 90 | 2. | No (17) |

PART II

DIRECTIONS: Given below are seven major teaching categories into which the twenty-three (23) Florida generic teaching competencies may be classified. For each of the categories, you are asked to do the following:

A. Assess your ability to demonstrate the teaching behaviors in the category before you participated in Dade County's Beginning Teacher Program

B. Indicate whether any remediation activities were assigned for this category because of a deficiency;

C. Indicate the amount of assistance given to you in the area by your support team;

AND

D. Assess your ability to demonstrate the teaching behaviors in the category now.

A remediation activity is any activity, workshop, course, consultation, etc. that has been assigned by your support team and included as part of your professional development plan because of a deficiency.

Responses are given with each question. You are to place a check ( ) in the space which precedes the response which agrees with your answer.

PLEASE GIVE YOUR HONEST OPINIONS. Your responses will be used only for program evaluation purposes - to evaluate the effectiveness of the district's Beginning Teacher Program. None of the information obtained on this survey will be used to evaluate any teacher.

1. CATEGORY 1: PREPARATION AND PLANNING

A. How would you rate your performance on this category BEFORE the 1983-84 school year?

| | | |
|---|---|---|
| 110 | 1. | Very Strong |
| 189 | 2. | Somewhat Strong |
| 67 | 3. | Somewhat Weak |
| 1 | 4. | Very Weak |
| 11 | 5. | Don't Know |

B. Was remediation assigned on this category?

| | | |
|---|---|---|
| 66 | 1. | Yes |
| 318 | 2. | No |

(18-21)

C. How do you rate your performance on this category NOW?

| | | |
|---|---|---|
| 264 | 1. | Very Strong |
| 114 | 2. | Somewhat Strong |
| 3 | 3. | Somewhat Weak |
| 0 | 4. | Very Weak |
| 1 | 5. | Don't Know |

D. What degree of assistance was provided by your support team in this area?

| | | |
|---|---|---|
| 157 | 1. | High Assistance |
| 148 | 2. | Moderate Assistance |
| 55 | 3. | Low Assistance |
| 25 | 4. | No Assistance |

---

2. CATEGORY 2: KNOWLEDGE OF SUBJECT MATTER

A. How would you rate your performance on this category BEFORE the 1983-84 school year?

| | | |
|---|---|---|
| 188 | 1. | Very Strong |
| 159 | 2. | Somewhat Strong |
| 31 | 3. | Somewhat Weak |
| 2 | 4. | Very Weak |
| 5 | 5. | Don't Know |

B. Was remediation assigned on this category?

| | | |
|---|---|---|
| 41 | 1. | Yes |
| 342 | 2. | No |

(22-25)

C. How do you rate your performance on this category NOW?

| | | |
|---|---|---|
| 298 | 1. | Very Strong |
| 88 | 2. | Somewhat Strong |
| 0 | 3. | Somewhat Weak |
| 0 | 4. | Very Weak |
| 1 | 5. | Don't Know |

D. What degree of assistance was provided by your support team in this area?

| | | |
|---|---|---|
| 126 | 1. | High Assistance |
| 115 | 2. | Moderate Assistance |
| 69 | 3. | Low Assistance |
| 74 | 4. | No Assistance |

---

3. CATEGORY 3: TECHNIQUES OF INSTRUCTION

A. How would you rate your performance on this category BEFORE the 1983-84 school year?

| | | |
|---|---|---|
| 95 | 1. | Very Strong |
| 205 | 2. | Somewhat Strong |
| 66 | 3. | Somewhat Weak |
| 6 | 4. | Very Weak |
| 10 | 5. | Don't Know |

B. Was remediation assigned on this category?

| | | |
|---|---|---|
| 67 | 1. | Yes |
| 31 | 2. | No |

(26-29)

C. How do you rate your performance on this category NOW?

| | | |
|---|---|---|
| 234 | 1. | Very Strong |
| 142 | 2. | Somewhat Strong |
| 6 | 3. | Somewhat Weak |
| 0 | 4. | Very Weak |
| 1 | 5. | Don't Know |

D. What degree of assistance was provided by your support team in this area?

| | | |
|---|---|---|
| 139 | 1. | High Assistance |
| 149 | 2. | Moderate Assistance |
| 64 | 3. | Low Assistance |
| 29 | 4. | No Assistance |

---

4. CATEGORY 4: CLASSROOM MANAGEMENT

A. How would you rate your performance on this category BEFORE the 1983-84 school year?

| | | |
|---|---|---|
| 122 | 1. | Very Strong |
| 148 | 2. | Somewhat Strong |
| 86 | 3. | Somewhat Weak |
| 17 | 4. | Very Weak |
| 11 | 5. | Don't Know |

B. Was remediation assigned on this category?

| | | |
|---|---|---|
| 86 | 1. | Yes |
| 298 | 2. | No |

(30-33)

C. How do you rate your performance on this category NOW?

| | | |
|---|---|---|
| 215 | 1. | Very Strong |
| 147 | 2. | Somewhat Strong |
| 17 | 3. | Somewhat Weak |
| 1 | 4. | Very Weak |
| 3 | 5. | Don't Know |

D. What degree of assistance was provided by your support team in this area?

| | | |
|---|---|---|
| 141 | 1. | High Assistance |
| 130 | 2. | Moderate Assistance |
| 62 | 3. | Low Assistance |
| 49 | 4. | No Assistance |

---

15. CATEGORY 5: TEACHER-STUDENT RELATIONSHIPS

A. How would you rate your performance on this category BEFORE the 1983-84 school year?

| | | |
|---|---|---|
| 186 | 1. | Very Strong |
| 152 | 2. | Somewhat Strong |
| 29 | 3. | Somewhat Weak |
| 5 | 4. | Very Weak |
| 9 | 5. | Don't Know |

B. Was remediation assigned on this category?

| | | |
|---|---|---|
| 42 | 1. | Yes |
| 337 | 2. | No |

(34-37)

C. How do you rate your performance on this category NOW?

| | | |
|---|---|---|
| 278 | 1. | Very Strong |
| 95 | 2. | Somewhat Strong |
| 4 | 3. | Somewhat Weak |
| 1 | 4. | Very Weak |
| 2 | 5. | Don't Know |

D. What degree of assistance was provided by your support team in this area?

| | | |
|---|---|---|
| 90 | 1. | High Assistance |
| 126 | 2. | Moderate Assistance |
| 72 | 3. | Low Assistance |
| 89 | 4. | No Assistance |

---

6. CATEGORY 6: ASSESSMENT TECHNIQUES

A. How would you rate your performance on this category BEFORE the 1983-84 school year?

| | | |
|---|---|---|
| 76 | 1. | Very Strong |
| 200 | 2. | Somewhat Strong |
| 86 | 3. | Somewhat Weak |
| 5 | 4. | Very Weak |
| 15 | 5. | Don't Know |

B. Was remediation assigned on this category?

| | | |
|---|---|---|
| 64 | 1. | Yes |
| 316 | 2. | No |

(38-41)

C. How do you rate your performance on this category NOW?

| | | |
|---|---|---|
| 196 | 1. | Very Strong |
| 172 | 2. | Somewhat Strong |
| 9 | 3. | Somewhat Weak |
| 1 | 4. | Very Weak |
| 2 | 5. | Don't Know |

D. What degree of assistance was provided by your support team in this area?

| | | |
|---|---|---|
| 119 | 1. | High Assistance |
| 165 | 2. | Moderate Assistance |
| 59 | 3. | Low Assistance |
| 36 | 4. | No Assistance |

---

7. CATEGORY 7: PROFESSIONAL RESPONSIBILITIES

A. How would you rate your performance on this category BEFORE the 1983-84 school year?

| | | |
|---|---|---|
| 183 | 1. | Very Strong |
| 138 | 2. | Somewhat Strong |
| 36 | 3. | Somewhat Weak |
| 5 | 4. | Very Weak |
| 12 | 5. | Don't Know |

B. Was remediation assigned on this category?

| | | |
|---|---|---|
| 42 | 1. | Yes |
| 340 | 2. | No |

(42-45)

C. How do you rate your performance on this category NOW?

| | | |
|---|---|---|
| 281 | 1. | Very Strong |
| 94 | 2. | Somewhat Strong |
| 4 | 3. | Somewhat Weak |
| 1 | 4. | Very Weak |
| 3 | 5. | Don't Know |

D. What degree of assistance was provided by your support team in this area?

| | | |
|---|---|---|
| 125 | 1. | High Assistance |
| 133 | 2. | Moderate Assistance |
| 58 | 3. | Low Assistance |
| 66 | 4. | No Assistance |

8. What impact do you feel the Beginning Teacher Program has had upon your teaching performance?

156 Strong positive impact

145 Slight positive impact

21 Slight negative impact

5 Strong negative impact

53 No impact.

(46)

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY. WE WILL USE YOUR RESPONSES TO HELP IMPROVE THE PROGRAM FOR FUTURE BEGINNING TEACHERS WHO WILL PARTICIPATE IN THE PROGRAM IN THE FUTURE. WE HOPE THAT YOUR EXPERIENCE IN THE BEGINNING TEACHER PROGRAM HAS BEEN VERY REWARDING.

APPENDIX I

Peer Teacher Questionnaire

DADE COUNTY PUBLIC SCHOOLS

BEGINNING TEACHER PROGRAM QUESTIONNAIRE

PEER TEACHER FORM

The purpose of this questionnaire is to determine the effectiveness of the Beginning Teacher Program in your school in achieving its primary goal - to improve the teaching performance of beginning teachers. Since you have participated in the 1983-84 Beginning Teacher Program as a peer teacher, we are interested in learning about your perceptions of the program's effectiveness. Therefore, we are requesting that you complete the items which are included in this questionnaire.

You may be assured that all responses will remain anonymous. The responses will only be used to evaluate the Beginning Teacher Program, not individual teachers.

Please complete the questionnaire and return it to us by June 12, 1984. Return your form to Mail Code: 9999, Room 800; Attention: Dr. Connor. If you have any questions, please contact Dr. Lynne Connor at 350-3447.

THANK YOU.

I.D. Code:_____ __ (2-5)

PART I

DIRECTIONS: Place a check in the space which precedes your answer to the questions below.

A. In which level are your assigned teaching duties?

254 1. Elementary
67 2. Middle/Junior High
67 3. Senior High
4 4. Adult/Vocational
2 5. Districtwide/Areawide (6)

B. In which subject area(s) do you have Florida teacher certification?

241 1. Elementary Education
39 2. English/Language Arts
40 3. Exceptional Education
17 4. Foreign Language
16 5. Guidance
20 6. Mathematics
7 7. Music
15 8. Physical Education
28 9. Reading
25 10. Science
24 11. Social Studies
113 12. OTHER (specify) _____ (7-8)

C. How many years of full-time teaching experience did you have prior to August 1983?

18 1. 1-3 years.
43 2. 4-6 years.
46 3. 7-9 years.
68 4 10-12 years.
66 5. 13-15 years.
55 6. 16-19 years.
98 7. 20+ years.
(9)

D. Are you and the beginning teacher assigned to the same instructional level?

302 1. Yes
89 2. No (10)

E. Are you and the beginning teacher assigned to the same subject area?

296 1. Yes
92 2. No (11)

PART II

DIRECTIONS: Given below are seven major categories into which the twenty-three (23) Florida generic teaching competencies may be classified. For each of the categories, you are asked to do the following:

A. Assess the beginning teacher's (BT's) performance on the category when you were first assigned to his/her support team or your first observation;

B. Indicate whether any remediation activities were assigned to the beginning teacher because of a deficiency in this category;

C. Assess the beginning teacher's (BT's) performance on the category now.

AND

D. The degree of assistance you gave in this area to the beginning teacher.

A remediation activity is any activity, workshop, course, consultation, etc. that has been assigned to the beginning teacher and included as part of his/her professional development plan because of a deficiency demonstrated in the area.

Responses are given with each question. You are to place a check ( ) in the space which precedes the response which agrees with your assessment.

PLEASE GIVE US YOUR HONEST OPINIONS. Your responses will be used only for program evaluation purposes - to evaluate the effectiveness of the district's Beginning Teacher Program. None of the information obtained on this survey will be used to evaluate any teacher.

6. CATEGORY 1.

PREPARATION AND PLANNING

A. How did you rate the BT's performance in this area when you first observed him/her?

| | | |
|---|---|---|
| 88 | 1. | Very Strong |
| 178 | 2. | Somewhat Strong |
| 102 | 3. | Somewhat Weak |
| 23 | 4 | Very Weak |
| 2 | 5. | Don't Know |
| | 6. | Did not observe the teacher in this area |

B. Was remediation assigned to the BT in this area?

| | | |
|---|---|---|
| 126 | 1. | Yes |
| 244 | 2. | No |
| 21 | 3. | Don't Know |

(12-15)

C. How do you rate the BT's performance NOW?

| | | |
|---|---|---|
| 237 | 1. | Very Strong |
| 141 | 2. | Somewhat Strong |
| 13 | 3. | Somewhat Weak |
| 0 | 4. | Very Weak |
| 1 | 5. | Don't Know |
| | 6. | Have not observed the teacher in this area. |

D. What degree of assistance in this area did you give to the teacher?

| | | |
|---|---|---|
| 148 | 1. | High assistance |
| 179 | 2. | Moderate assistance |
| 55 | 3. | Low assistance |
| 11 | 4. | No assistance |

7. CATEGORY 2.

KNOWLEDGE OF SUBJECT MATTER

A. How did you rate the BT's performance in this area when you first observed him/her?

| | | |
|---|---|---|
| 153 | 1. | Very Strong |
| 136 | 2. | Somewhat Strong |
| 7 | 3. | Somewhat Weak |
| 1 | 4. | Very Weak |
| 1 | 5. | Don't Know |
| 2 | 6. | Did not observe the teacher in this area |

B. Was remediation assigned to the BT in this area?

| | | |
|---|---|---|
| 80 | 1. | Yes |
| 296 | 2. | No |
| 16 | 3. | Don't Know |

(16-19)

C. How do you rate the BT's performance NOW?

| | | |
|---|---|---|
| 249 | 1. | Very Strong |
| 136 | 2. | Somewhat Strong |
| 7 | 3. | Somewhat Weak |
| 1 | 4. | Very Weak |
| 1 | 5. | Don't Know |
| 2 | 6. | Have not observed the teacher in this area |

D. What degree of assistance in this area did you give to the teacher?

| | | |
|---|---|---|
| 86 | 1. | High assistance |
| 163 | 2. | Moderate assistance |
| 91 | 3. | Low assistance |
| 55 | 4. | No assistance |

8. CATEGORY 3:

TECHNIQUES OF INSTRUCTION

A. How did you rate the BT's performance in this area when you first observed him/her?

| | | |
|---|---|---|
| 73 | 1. | Very Strong |
| 194 | 2. | Somewhat Strong |
| 98 | 3. | Somewhat Weak |
| 23 | 4. | Very Weak |
| 3 | 5. | Don't Know |
| 3 | 6. | Did not observe the teacher in this area |

B. Was remediation assigned to the BT in this area?

| | | |
|---|---|---|
| 128 | 1. | Yes |
| 242 | 2. | No |
| 20 | 3. | Don't Know |

(20-23)

C. How do you rate the BT's performance NOW?

| | | |
|---|---|---|
| 204 | 1. | Very Strong |
| 174 | 2. | Somewhat Strong |
| 9 | 3. | Somewhat Weak |
| 2 | 4. | Very Weak |
| 2 | 5. | Don't Know |
| 2 | 6. | Have not observed the teacher in this area |

D. What degree of assistance in this area did you give to the teacher?

| | | |
|---|---|---|
| 121 | 1. | High assistance |
| 202 | 2. | Moderate assistance |
| 47 | 3. | Low assistance |
| 23 | 4. | No assistance |

9. CATEGORY 4:

CLASSROOM MANAGEMENT

A. How did you rate the BT's performance in this area when you first observed him/her?

| | | |
|---|---|---|
| 80 | 1. | Very Strong |
| 146 | 2. | Somewhat Strong |
| 111 | 3. | Somewhat Weak |
| 52 | 4. | Very Weak |
| 1 | 5. | Don't Know |
| 3 | 6. | Did not observe the teacher in this area |

B. Was remediation assigned to the BT in this area?

| | | |
|---|---|---|
| 135 | 1. | Yes |
| 235 | 2. | No |
| 19 | 3. | Don't Know |

(24-27)

C. How do you rate the BT's performance NOW?

| | | |
|---|---|---|
| 187 | 1. | Very Strong |
| 166 | 2. | Somewhat Strong |
| 34 | 3. | Somewhat Weak |
| 1 | 4. | Very Weak |
| 1 | 5. | Don't Know |
| 4 | 6. | Have not observed the teacher in this area |

D. What degree of assistance in this area did you give to the teacher?

| | | |
|---|---|---|
| 150 | 1. | High assistance |
| 149 | 2. | Moderate assistance |
| 62 | 3. | Low assistance |
| 32 | 4. | No assistance |

10. CATEGORY 5:

TEACHER-STUDENT RELATIONSHIPS

A. How did you rate the BT's performance in this area when you first observed him/her?

| | | |
|---|---|---|
| 141 | 1. | Very Strong |
| 183 | 2. | Somewhat Strong |
| 60 | 3. | Somewhat Weak |
| 10 | 4. | Very Weak |
| 1 | 5. | Don't Know |
| 1 | 6. | Did not observe the teacher in this area |

B. Was remediation assigned to the BT in this area?

| | | |
|---|---|---|
| 75 | 1. | Yes |
| 193 | 2. | No |
| 21 | 3. | Don't Know |

(28-31)

C. How do you rate the BT's performance NOW?

| | | |
|---|---|---|
| 251 | 1. | Very Strong |
| 137 | 2. | Somewhat Strong |
| 4 | 3. | Somewhat Weak |
| 2 | 4. | Very Weak |
| 0 | 5. | Don't Know |
| 2 | 6. | Have not observed the teacher in this area |

D. What degree of assistance in this area did you give to the teacher?

| | | |
|---|---|---|
| 82 | 1. | High assistance |
| 141 | 2. | Moderate assistance |
| 105 | 3. | Low assistance |
| 67 | 4. | No assistance |

11. CATEGORY 6:

ASSESSMENT TECHNIQUES

A. How did you rate the BT's performance in this area when you first observed him/her?

| | | |
|---|---|---|
| 70 | 1. | Very Strong |
| 203 | 2. | Somewhat Strong |
| 89 | 3. | Somewhat Weak |
| 17 | 4. | Very Weak |
| 3 | 5. | Don't Know |
| 11 | 6. | Did not observe the teacher in this area |

B. Was remediation assigned to the BT in this area?

| | | |
|---|---|---|
| 102 | 1. | Yes |
| 262 | 2. | No |
| 25 | 3. | Don't Know |

(32-35)

C. How do you rate the BT's performance NOW?

| | | |
|---|---|---|
| 199 | 1. | Very Strong |
| 170 | 2. | Somewhat Strong |
| 10 | 3. | Somewhat Weak |
| 2 | 4. | Very Weak |
| 3 | 5. | Don't Know |
| 9 | 6. | Have not observed the teacher in this area |

D. What degree of assistance in this area did you give to the teacher?

| | | |
|---|---|---|
| 105 | 1. | High assistance |
| 156 | 2. | Moderate assistance |
| 84 | 3. | Low assistance |
| 47 | 4. | No assistance |

12. CATEGORY 7:

PROFESSIONAL PRACTICES

A. How did you rate the BT's performance in this area when you first observed him/her?

| | | |
|---|---|---|
| 159 | 1. | Very Strong |
| 166 | 2. | Somewhat Strong |
| 48 | 3. | Somewhat Weak |
| 11 | 4. | Very Weak |
| 5 | 5. | Don't Know |
| 4 | 6. | Did not observe the teacher in this area |

B. Was remediation assigned to the BT in this area?

| | | |
|---|---|---|
| 67 | 1. | Yes |
| 297 | 2. | No |
| 24 | 3. | Don't Know |

(36-39)

C. How do you rate the BT's performance NOW?

| | | |
|---|---|---|
| 240 | 1. | Very Strong |
| 128 | 2. | Somewhat Strong |
| 17 | 3. | Somewhat Weak |
| 2 | 4. | Very Weak |
| 3 | 5. | Don't Know |
| 3 | 6. | Have not observed the teacher in this area |

D. What degree of assistance in this area did you give to the teacher?

| | | |
|---|---|---|
| 76 | 1. | High assistance |
| 135 | 2. | Moderate assistance |
| 105 | 3. | Low assistance |
| 75 | 4. | No assistance |

13. Overall, what impact do you feel the Beginning Teacher Program had on the teaching performance of the beginning teacher assigned to you?

256 Strong Positive Impact

115 Slight Positive Impact

6 Slight Negative Impact

2 Strong Negative Impact

13 No Impact

(40)

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY. WE WILL USE YOUR RESPONSES TO HELP IMPROVE THE PROGRAM FOR FUTURE TEACHERS WHO WILL PARTICIPATE IN THE PROGRAM. WE HOPE THAT YOUR EXPERIENCE IN THE BEGINNING TEACHER PROGRAM HAS BEEN VERY REWARDING.

APPENDIX J

Building-Level Administrator Questionnaire

DADE COUNTY PUBLIC SCHOOLS

# BEGINNING TEACHER PROGRAM QUESTIONNAIRE

## BUILDING-LEVEL ADMINISTRATOR FORM

The purpose of this questionnaire is to determine the effectiveness of the Beginning Teacher Program in your school in achieving its primary goal - to improve the teaching performance of beginning teachers. Since you have participated in the 1983-84 Beginning Teacher Program as a building level administrator, we are interested in learning about your perceptions of the program's effectiveness. Therefore, we are requesting that you complete the items which are included in this questionnaire.

You may be assured that all responses will remain anonymous. The responses will only be used to evaluate the Beginning Teacher Program, not individual teachers.

Please complete the questionnaire and return it to us by June 12, 1984. Return your form to Mail Code: 9999, Room 800; Attention: Dr. Connor. If you have any questions, please contact Dr. Lynne Connor at 350-3447.

THANK YOU.

I.D. Code: _____ (1-4)

DIRECTIONS: Given below are seven major categories into which the 23 generic competencies fall. For each of the categories, you are asked to assess the following:

A. The average performance demonstrated by beginning teacher(s) in your school during the first observations;

B. The current average performance of beginning teacher(s) at your site on this competency.

AND

C. The degree of assistance you provided to most of the beginning teachers.

PLEASE GIVE US YOUR HONEST OPINIONS. Your responses will be used only for program evaluation purposes - to evaluate the effectiveness of the district's Beginning Teacher Program. None of the information obtained on this survey will be used to evaluate any teacher.

Before completing the items below, please indicate the number of beginning teachers who began working at your site during August-October 1983 and who are currently at the site?

Median = 2 (Range: 1 to 19) (5-6)

(These are the individuals for whom the questions should be answered.)

1. CATEGORY 1: PREPARATION AND PLANNING

A. What was the average rating of beginning teacher(s) on this category on your first assessment?

| | | |
|---|---|---|
| 27 | 1. | Very Strong |
| 40 | 2. | Somewhat Strong |
| 43 | 3. | Average |
| 15 | 4. | Somewhat Weak |
| 6 | 5. | Very Weak |

B. What is the average rating of beginning teacher(s) on this category now?

| | | |
|---|---|---|
| 59 | 1. | Very Strong |
| 53 | 2. | Somewhat Strong |
| 17 | 3. | Average |
| 1 | 4. | Somewhat Weak |
| 1 | 5. | Very Weak |

(7-9)

C. What degree of assistance did you give to most of the teachers in this category?

| | | |
|---|---|---|
| 37 | 1. | High Assistance |
| 82 | 2. | Moderate Assistance |
| 11 | 3. | Low Assistance |
| 1 | 4. | No Assistance |

---

2. CATEGORY 2: KNOWLEDGE OF SUBJECT MATTER

A. What was the average rating of beginning teacher(s) on this category on your first assessment?

| | | |
|---|---|---|
| 39 | 1. | Very Strong |
| 45 | 2. | Somewhat Strong |
| 40 | 3. | Average |
| 7 | 4. | Somewhat Weak |
| 1 | 5. | Very Weak |

B. What is the average rating of beginning teacher(s) on this category now?

| | | |
|---|---|---|
| 58 | 1. | Very Strong |
| 58 | 2. | Somewhat Strong |
| 15 | 3. | Average |
| 1 | 4. | Somewhat Weak |
| 0 | 5. | Very Weak |

(10-12)

C. What degree of assistance did you give to most of the teachers in this category?

| | | |
|---|---|---|
| 25 | 1. | High Assistance |
| 73 | 2. | Moderate Assistance |
| 29 | 3. | Low Assistance |
| 5 | 4. | No Assistance |

---

3. CATEGORY 3: TECHNIQUES OF INSTRUCTION

A. What was the average rating of beginning teacher(s) on this category on your first assessment?

| | |
|---|---|
| 21 | 1. Very Strong |
| 36 | 2. Somewhat Strong |
| 52 | 3. Average |
| 20 | 4. Somewhat Weak |
| 2 | 5. Very Weak |

B. What is the average rating of beginning teacher(s) on this category now?

| | |
|---|---|
| 50 | 1. Very Strong |
| 57 | 2. Somewhat Strong |
| 23 | 3. Average |
| 1 | 4. Somewhat Weak |
| 0 | 5. Very Weak |

(13-15)

C. What degree of assistance did you give to most of the teachers in this category?

| | |
|---|---|
| 38 | 1. High Assistance |
| 76 | 2. Moderate Assistance |
| 16 | 3. Low Assistance |
| 1 | 4. No Assistance |

---

4. CATEGORY 4: CLASSROOM MANAGEMENT

A. What was the average rating of beginning teacher(s) on this category on your first assessment?

| | |
|---|---|
| 21 | 1. Very Strong |
| 31 | 2. Somewhat Strong |
| 51 | 3. Average |
| 24 | 4. Somewhat Weak |
| 4 | 5. Very Weak |

B. What is the average rating of beginning teacher(s) on this category now?

| | |
|---|---|
| 49 | 1. Very Strong |
| 54 | 2. Somewhat Strong |
| 27 | 3. Average |
| 0 | 4. Somewhat Weak |
| 1 | 5. Very Weak |

(16-18)

C. What degree of assistance did you give to most of the teachers in this category?

| | |
|---|---|
| 51 | 1. High Assistance |
| 64 | 2. Moderate Assistance |
| 13 | 3. Low Assistance |
| 3 | 4. No Assistance |

---

5. CATEGORY 5: TEACHER-STUDENT RELATIONSHIPS

A. What was the average rating of beginning teacher(s) on this category on your first assessment?

35 1. Very Strong
50 2. Somewhat Strong
42 3. Average
4 4. Somewhat Weak
1 5. Very Weak

B. What is the average rating of beginning teacher(s) on this category now?

54 1. Very Strong
62 2. Somewhat Strong
14 3. Average
2 4. Somewhat Weak
0 5. Very Weak

(19-21)

C. What degree of assistance did you give to most of the teachers in this category?

20 1. High Assistance
67 2. Moderate Assistance
33 3. Low Assistance
12 4. No Assistance

---

6. CATEGORY 6: ASSESSMENT TECHNIQUES

A. What was the average rating of beginning teacher(s) on this category on your first assessment?

18 1. Very Strong
32 2. Somewhat Strong
59 3. Average
19 4. Somewhat Weak
4 5. Very Weak

B. What is the average rating of beginning teacher(s) on this category now?

42 1. Very Strong
55 2. Somewhat Strong
33 3. Average
2 4. Somewhat Weak
0 5. Very Weak

(22-24)

C. What degree of assistance did you give to most of the teachers in this category?

37 1. High Assistance
74 2. Moderate Assistance
18 3. Low Assistance
3 4. No Assistance

---

7. CATEGORY 7: PROFESSIONAL PRACTICES

A. What was the average rating of beginning teacher(s) on this category on your first assessment?

| | | |
|---|---|---|
| 36 | 1. | Very Strong |
| 46 | 2. | Somewhat Strong |
| 42 | 3. | Average |
| 6 | 4. | Somewhat Weak |
| 1 | 5. | Very Weak |

B. What is the average rating of beginning teacher(s) on this category now?

| | | |
|---|---|---|
| 53 | 1. | Very Strong |
| 54 | 2. | Somewhat Strong |
| 22 | 3. | Average |
| 2 | 4. | Somewhat Weak |
| 0 | 5. | Very Weak |

(25-27)

C. What degree of assistance did you give to most of the teachers in this category?

| | | |
|---|---|---|
| 14 | 1. | High Assistance |
| 76 | 2. | Moderate Assistance |
| 34 | 3. | Low Assistance |
| 7 | 4. | No Assistance |

8. Overall, what impact do you feel your Beginning Teacher Program had on the teaching performance of most of the beginning teachers assigned to your site?

53 Strong Positive Impact

67 Slight Positive Impact

1 Slight Negative Impact

2 Strong Negative Impact

8 No Impact

(28)

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY. WE WILL USE YOUR RESPONSES TO HELP IMPROVE THE PROGRAM FOR FUTURE TEACHERS WHO WILL PARTICIPATE IN THE PROGRAM. WE HOPE THAT YOUR EXPERIENCE IN THE BEGINNING TEACHER PROGRAM HAS BEEN VERY REWARDING.

APPENDIX K

Other Professional Educator Questionnaire

DADE COUNTY PUBLIC SCHOOLS

# BEGINNING TEACHER PROGRAM QUESTIONNAIRE

## OTHER PROFESSIONAL EDUCATOR

The purpose of this questionnaire is to determine the effectiveness of the Beginning Teacher Program in your school in achieving its primary goal - to improve the teaching performance of beginning teachers. Since you have participated in the 1983-84 Beginning Teacher Program as an other professional educator, we are interested in learning about your perceptions of the program's effectiveness. Therefore, we are requesting that you complete the items which are included in this questionnaire.

You may be assured that all responses will remain anonymous. The responses will only be used to evaluate the Beginning Teacher Program, not individual teachers.

Please complete the questionnaire and return it to us by June 12, 1984. Return your form to Mail Code: 9999, Room 800; Attention: Dr. Connor. If you have any questions, please contact Dr. Lynne Connor at 350-3447.

THANK YOU.

I.D. Code: _____ (2-5)

DIRECTIONS: Given below are seven major categories into which the 23 generic competencies fall. For each of the categories, you are asked to assess the following:

A. The average performance demonstrated by beginning teacher(s) in your school during your first observation;

B. The current average performance of beginning teacher(s) at your site on this competency;

AND

C. The degree of assistance you provided to most of the beginning teachers.

PLEASE GIVE US YOUR HONEST OPINIONS. Your responses will be used only for program evaluation purposes - to evaluate the effectiveness of the district's Beginning Teacher Program. None of the information obtained on this survey will be used to evaluate any teacher.

Before completing the items below, please indicate the number of beginning teachers who began working at your site during August-October 1983 and who you currently assist?

Median = 3 (Range: 1-21) (6-7)

(These are the individuals for whom the questions should be answered.)

DIRECTIONS: PLACE A CHECK ( ) IN THE SPACE WHICH PRECEDES YOUR ANSWER.

1. CATEGORY 1: PREPARATION AND PLANNING

A. What was the average rating of beginning teacher(s) in this area on your first observation?

| | | |
|---|---|---|
| 24 | 1. | Very Strong |
| 29 | 2. | Somewhat Strong |
| 39 | 3. | Average |
| 26 | 4. | Somewhat Weak |
| 5 | 5. | Very Weak |
| 1 | 6. | I have not observed the teacher(s). |

B. What is the average rating of beginning teacher(s) in this area <u>now</u>?

| | | |
|---|---|---|
| 47 | 1. | Very Strong |
| 55 | 2. | Somewhat Strong |
| 21 | 3. | Average |
| 0 | 4. | Somewhat Weak |
| 1 | 5. | Very Weak |
| 0 | 6. | I have not observed the teacher(s). (8-10) |

C. What degree of assistance did you provide to the teacher(s) in this area?

| | | |
|---|---|---|
| 34 | 1. | High Assistance |
| 69 | 2. | Moderate Assistance |
| 16 | 3. | Low Assistance |
| 2 | 4. | No Assistance |

---

2. CATEGORY 2: KNOWLEDGE OF SUBJECT MATTER

A. What was the average rating of beginning teacher(s) in this area on your first observation?

| | | |
|---|---|---|
| 30 | 1. | Very Strong |
| 52 | 2. | Somewhat Strong |
| 31 | 3. | Average |
| 8 | 4. | Somewhat Weak |
| 1 | 5. | Very Weak |
| 1 | 6. | I have not observed the teacher(s). |

B. What is the average rating of beginning teacher(s) in this area <u>now</u>?

| | | |
|---|---|---|
| 49 | 1. | Very Strong |
| 52 | 2. | Somewhat Strong |
| 21 | 3. | Average |
| 1 | 4. | Somewhat Weak |
| 0 | 5. | Very Weak |
| 0 | 6. | I have not observed the teacher(s). (11-13) |

C. What degree of assistance did you provide to the teacher(s) in this area?

| | | |
|---|---|---|
| 17 | 1. | High Assistance |
| 68 | 2. | Moderate Assistance |
| 35 | 3. | Low Assistance |
| 4 | 4. | No Assistance |

---

3. CATEGORY 3: TECHNIQUES OF INSTRUCTION

A. What was the average rating of beginning teacher(s) in this area on your first observation?

| | | |
|---|---|---|
| 17 | 1. | Very Strong |
| 34 | 2. | Somewhat Strong |
| 41 | 3. | Average |
| 22 | 4. | Somewhat Weak |
| 8 | 5. | Very Weak |
| 1 | 6. | I have not observed the teacher(s). |

B. What is the average rating of beginning teacher(s) in this area now?

| | | | |
|---|---|---|---|
| 39 | 1. | Very Strong | |
| 52 | 2. | Somewhat Strong | |
| 27 | 3. | Average | |
| 4 | 4. | Somewhat Weak | |
| 0 | 5. | Very Weak | |
| 1 | 6. | I have not observed the teacher(s). | (14-16) |

C. What degree of assistance did you provide to the teacher(s) in this area?

| | | |
|---|---|---|
| 40 | 1. | High Assistance |
| 58 | 2. | Moderate Assistance |
| 23 | 3. | Low Assistance |
| 2 | 4. | No Assistance |

---

4. CATEGORY 4: CLASSROOM MANAGEMENT

A. What was the average rating of beginning teacher(s) in this area on your first observation?

| | | |
|---|---|---|
| 21 | 1. | Very Strong |
| 25 | 2. | Somewhat Strong |
| 42 | 3. | Average |
| 25 | 4. | Somewhat Weak |
| 9 | 5. | Very Weak |
| 1 | 6. | I have not observed the teacher(s). |

B. What is the average rating of beginning teacher(s) in this area now?

| | | | |
|---|---|---|---|
| 35 | 1. | Very Strong | |
| 53 | 2. | Somewhat Strong | |
| 27 | 3. | Average | |
| 5 | 4. | Somewhat Weak | |
| 1 | 5. | Very Weak | |
| 1 | 6. | I have not observed the teacher(s). | (17-19) |

C. What degree of assistance did you provide to the teacher(s) in this area?

| | | |
|---|---|---|
| 49 | 1. | High Assistance |
| 52 | 2. | Moderate Assistance |
| 18 | 3. | Low Assistance |
| 4 | 4. | No Assistance |

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5. CATEGORY 5: TEACHER-STUDENT RELATIONSHIPS

A. What was the average rating of beginning teacher(s) in this area on your first observation?

| | | |
|---|---|---|
| 27 | 1. | Very Strong |
| 49 | 2. | Somewhat Strong |
| 33 | 3. | Average |
| 11 | 4. | Somewhat Weak |
| 2 | 5. | Very Weak |
| 1 | 6. | I have not observed the teacher(s). |

B. What is the average rating of beginning teacher(s) in this area <u>now</u>?

| | | |
|---|---|---|
| 46 | 1. | Very Strong |
| 54 | 2. | Somewhat Strong |
| 23 | 3. | Average |
| 1 | 4. | Somewhat Weak |
| 0 | 5. | Very Weak |
| 0 | 6. | I have not observed the teacher(s). (20-22) |

C. What degree of assistance did you provide to the teacher(s) in this area?

| | | |
|---|---|---|
| 23 | 1. | High Assistance |
| 51 | 2. | Moderate Assistance |
| 38 | 3. | Low Assistance |
| 10 | 4. | No Assistance |

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6. CATEGORY 6: ASSESSMENT TECHNIQUES

A. What was the average rating of beginning teacher(s) in this area on your first observation?

| | | |
|---|---|---|
| 17 | 1. | Very Strong |
| 30 | 2. | Somewhat Strong |
| 44 | 3. | Average |
| 26 | 4. | Somewhat Weak |
| 6 | 5. | Very Weak |
| 1 | 6. | I have not observed the teacher(s). |

B. What is the average rating of beginning teacher(s) in this area <u>now</u>?

| | | |
|---|---|---|
| 33 | 1. | Very Strong |
| 54 | 2. | Somewhat Strong |
| 35 | 3. | Average |
| 2 | 4. | Somewhat Weak |
| 0 | 5. | Very Weak |
| 0 | 6. | I have not observed the teacher(s). (23-25) |

C. What degree of assistance did you provide to the teacher(s) in this area?

| | | |
|---|---|---|
| 32 | 1. | High Assistance |
| 69 | 2. | Moderate Assistance |
| 18 | 3. | Low Assistance |
| 5 | 4. | No Assistance |

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7. CATEGORY 7: PROFESSIONAL RESPONSIBILITIES

A. What was the average rating of beginning teacher(s) in this area on your first observation?

| | | |
|---|---|---|
| 28 | 1. | Very Strong |
| 54 | 2. | Somewhat Strong |
| 36 | 3. | Average |
| 5 | 4. | Somewhat Weak |
| 0 | 5. | Very Weak |
| 1 | 6. | I have not observed the teacher(s). |

B. What is the average rating of beginning teacher(s) in this area <u>now</u>?

| | | |
|---|---|---|
| 52 | 1. | Very Strong |
| 55 | 2. | Somewhat Strong |
| 15 | 3. | Average |
| 2 | 4. | Somewhat Weak |
| 0 | 5. | Very Weak |
| 0 | 6. | I have not observed the teacher(s). (26-28) |

C. What degree of assistance did you provide to the teacher(s) in this area?

| | | |
|---|---|---|
| 17 | 1. | High Assistance |
| 55 | 2. | Moderate Assistance |
| 37 | 3. | Low Assistance |
| 15 | 4. | No Assistance |

8. Overall, what impact do you feel the Beginning Teacher Program had on the teaching performance of most of the beginning teachers that you assisted?

52 Strong Positive Impact

57 Slight Positive Impact

4 Slight Negative Impact

0 Strong Negative Impact

10 No Impact

(29)

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY. WE WILL USE YOUR RESPONSES TO HELP IMPROVE THE PROGRAM FOR FUTURE TEACHERS WHO WILL PARTICIPATE IN THE PROGRAM. WE HOPE THAT YOUR EXPERIENCE IN THE BEGINNING TEACHER PROGRAM HAS BEEN VERY REWARDING.

APPENDIX L

Time/Activity Logs

# DADE COUNTY PUBLIC SCHOOLS

## BEGINNING TEACHER'S TIME/ACTIVITY DOCUMENTATION
## DADE COUNTY BEGINNING TEACHER PROGRAM

IDENTIFICATION CODE: _____

Please use this form to document your involvement in Beginning Teacher Program activities for each of the time periods given below. Activities are to be divided into four general classifications. Explanations of these categories appear on the opposite side of the form. Any program-related activity lasting more than five (5) minutes should be recorded. At the end of the designated weeks, enter the total number of minutes that you participated in activities that fall within the four categories. For planning and conferring activities, indicate the amount of time spent with each support team member. Please return the completed form on or before **March 23, 1984** to Dr. Lynne Connor, Mail Code: 9999, Room 800.

| WEEKS | PLANNING | | | CONFERRING | | | INSERVICE *Prescriptive* | INSERVICE *Recommended* |
|---|---|---|---|---|---|---|---|---|
| | PT | BLA | OPE | PT | BLA | OPE | | |
| January 30 - February 3 | | | | | | | | |
| February 21 - February 24 | | | | | | | | |
| March 12 - March 16 | | | | | | | | |

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Auth: MIS; Exp. Date: June 30, 1984

## EXPLANATION OF BTP ACTIVITIES

**I. PLANNING**

Included in this category are activities which involve the preparation, development or coordination of BTP-related materials and activities. Also included is the development of lesson plans with the peer teacher. An example of a planning activity is portfolio development or the identification and development of materials which should be included in the portfolio.

**II. CONFERRING**

Included in this category are all BTP-related meetings or conferences (scheduled or unscheduled) that are held with one or more members of the support team. Conferences may be any planned or impromptu meetings in which the support team member(s) provides feedback, instruction or guidance that assists the beginning teacher in the development of professional competence. Examples of BTP-related conferences follow: meetings to -

1. discuss the procedures used in assessing the generic competencies;
2. familiarize the beginning teacher with the content of an assessment instrument;
3. discuss the results of an observation or assessment;
4. discuss the progress of the beginning teacher in demonstrating the generic competencies;
5. identify appropriate inservice or prescription activities to remediate a deficiency;
6. discuss problems experienced by the beginning teacher;
7. discuss or suggest methods of improving teaching performance.

**III. INSERVICE Prescriptive**

This category includes all activities, workshops, courses, etc. that have been formally assigned by your support team and have been included as part of the professional development plan. District-wide training activities for beginning teachers, such as the Beginning Teacher Program orientation, should not be included.

**IV. INSERVICE Recommended**

This category includes any suggested or recommended experiences that would facilitate the strengthening of teaching performance. Although suggested by the team, this type of inservice is not required and is not part of the professional development plan. Also included are professional development activities that are voluntarily pursued by the beginning teacher and which would also improve performance on the generic competencies. District-wide activities, such as the Beginning Teacher Program orientation, should not be included.

OEA: 1/17/84
ML/EVAL1 BTP Activities

# DADE COUNTY PUBLIC SCHOOLS

## SUPPORT TEAM'S TIME/ACTIVITY DOCUMENTATION
## DADE COUNTY BEGINNING TEACHER PROGRAM

*Identification Code:* _____

*Role on the Support Team*

___ Peer Teacher

___ Building-Level Administrator

___ Other Professional Educator

Please use this form to document your involvement in Beginning Teacher Program activities for each of the time periods given below. Activities are to be divided into three general classifications. Explanations of these categories appear on the opposite side of the form. Program-related activities lasting more than five (5) minutes should be recorded. At the end of the designated weeks, enter the total number of minutes that you participated in activities that fall within the three categories. For conferencing activities, indicate separately the amount of time spent with the beginning teacher and other support team members. Please return the completed form on or before **March 23, 1984** to Dr. Lynne Connor, Mail Code: 9999, Room 800.

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| WEEKS | PLANNING | OBSERVING | CONFERENCING | | | |
|---|---|---|---|---|---|---|
| | | | BT | BLA | OPE | PT |
| January 30 - February 3 | | | | | | |
| February 21 - February 24 | | | | | | |
| March 12 - March 16 | | | | | | |

## EXPLANATION OF BTP ACTIVITIES

I. PLANNING

*Included in this category are activities which involve the preparation, development or coordination of BTP-related materials and activities. Also included is assistance provided to the beginning teacher in the development of lesson plans. Examples of planning activities include:*

1. *scheduling and/or preparing materials for assessing performance on the generic competencies;*
2. *scheduling and/or preparing inservice materials or activities;*
3. *formulation of professional development activities.*

II. OBSERVING

*This category includes observations of the beginning teacher while engaged in teaching-related roles and activities for the purpose of assessing professional needs and for determining mastery of the generic competencies.*

III. CONFERENCING

*Included in this category are all BTP-related meetings or conferences (scheduled or unscheduled) that are held with the beginning teacher or with one or more members of the support team. Conferences may be any planned or impromptu meetings in which you or the support team plan or provide feedback, instruction or guidance that assists the beginning teacher in the development of professional competence. Examples of BTP-related conferences follow: meetings to —*

1. *discuss the procedures used in assessing the generic competencies;*
2. *familiarize the beginning teacher with the content of the assessment instrument(s);*
3. *discuss the results of an observation or assessment;*
4. *discuss the progress of the beginning teacher in demonstrating the generic competencies;*
5. *identify or develop appropriate inservice or prescription activities to remediate a deficiency;*
6. *discuss methods for improving the support process.*

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Auth: MOS; Exp. Date: June 30, 1984

APPENDIX M

"Question Often Asked By Administrators"

## BEGINNING TEACHER PROGRAM

## QUESTIONS FREQUENTLY ASKED BY SCHOOL SITE ADMINISTRATORS

1. What are my responsibilities in assessing a Beginning Teacher who is employed at multiple (two or more) work sites? e.g., elementary PE, art, music, speech, etc.

2. When, where and how do I submit the Beginning Teacher's portfolio?

3. Are formal lines of communication pre-established between area offices, the Bureau of Staff Development (BTP), and the Bureau of Personnel management (OP/DPC)

4. Who is to be considered a "carryover"? When do I submit his/her protfolio?

5. After having successfully completed the Beginning Teacher Program at a non-TADS school, what forms are used to assess (observe/evaluate) the teacher?

6. What are my responsibilities as school-site administrator upon being notified that a Beginning Teacher Program participant (21) is in receipt of a <u>regular</u> teacher certificate?

7. What are my responsibilities as school-site administrator upon receipt of notification that a code 23 (possible) did not meet certification standards and is to be enrolled in the Beginning Teacher Program?

8. Must I include the observation and prescription for Beginning Teacher(s) whose performances(s) have been rated as unacceptable in the school report submitted to area on a monthly basis?

9. Please explain Beginning Teacher Program participation by 3100s (Permanent Substitutes).

Beginning Teacher Program

Questions

10. What factors are there to be considered in selecting a Peer Teacher?

11. How will Peer Teachers be remunerated for their services? Amount?

12. Is there authorized summer participation by both the Beginning Teacher and Peer Teacher?

13. Whom must I contact to determine BTP status for new hires not reflected on the list?

14. What are my responsibilities upon hiring a Beginning Teacher?

15 What actions are to be taken upon receipt of resignation from a Beginning Teacher?

16. What is the role of the Department/Grade Level Chairperson in providing assistance to the Beginning Teacher?

17. What is the role of the Subject Area Supervisor in providing assistance to the Beginning Teacher?

APPENDIX N

Prescription Activities Assigned To A
Random Sample of BTs
On Prescriptive Status During 1983-84

(N=7)

PRESCRIPTIONS

I. PREPARATION AND PLANNING (N=4)

(2) A. Conferencing with A.P. on planning techniques
B. Meeting with A.P. and another teacher to review plans
(2) C. Develop specific plans for each grade and/or class and submit to A.P. and Principal weekly for approval
(2) D. Plans to include objectives, materials, activities, closure, and assessment
E. Improve time management by planning specific activities for specific time periods
F. Have lesson full entire time period
G. Follow lesson plans
H. Read pages 17-56 of TADS Prescription Manual
I. Referred to Faculty Handbook "Guidelines for Lesson Plans and Homework"
J. Design an 18 week long range plan, week by week

II. KNOWLEDGE OF SUBJECT MATTER (N=1)

A. Present more variety when presenting subject matter

III. CLASSROOM MANAGEMENT (N=5)

A. Plan specific activities and regroup for instruction and closure
B. Be alert to off-task behaviors and elicit participation from those off-task -- respond quickly
C. Use all class time
D. Plan smooth transition from activities
E. Direct activities during transitions
F. Specify expectations of student behaviors
G. Intervene promptly when students are off-task
H. Provide feedback re: behavior
I. Complete activities on p. 87-92 of TADS Prescription Manual
J. Department Chair to observe classroom
K. Conference with A.P. to discuss discipline
L. Call parents of disruptive students
M. Refer students who remain disruptive to AP
N. Have better control over classroom situation
O. Carry box of materials
P. Be more organized
Q. Use Activity II from prescription book
R. Plan at least one instructional activity that students could perform while teacher is standing and speaking from any location in room
S. Include one independent activity in each daily lesson plan so teacher can observe if any students are off-task
T. Make sure entire class is engaged in assignment before assisting individuals
U. Meet with peer teacher 2 times a week to discuss non-verbal techniques to redirect off-task students
V. Develop and enforce classroom procedures
W. Meet with A.P. for help in developing and reviewing class rules
X. Circulate throughout room while students are working, using your presence to enforce rules
Y. Attend assertive discipline workshop

IV. TECHNIQUES OF INSTRUCTION (N=5)

A. Present lesson plans directed at 2 or more learning styles
(2) B. Develop ideas in a sequenced manner
C. Emphasize basic and important skills
D. Clarify directions
E. Complete materials and preparation activities prior to instruction
F. Plan lesson based on previous concept or skill
G. Check for appropriate prerequisite skills
H. Have another teacher or an administrator observe
(3) I. Observe other grades
J. Plan informal assessments
K. Watch for non-verbal clues of not understanding
L. Use appropriate vocabulary
M. Correct handouts; print or type handouts
N. Make an effort to involve all students each period and provide feedback
O. Introduce and explain all activities in terms of lesson goals
P. Activities should unify and explain total lesson
Q. Read pages 220-237 in TADS Prescription Manual - Discuss it with peer teacher

V. TEACHER-STUDENT RELATIONSHIPS (N=2)

A. Reinforce positive learning behavior
B. Redo seating chart
C. Include more students in lesson
D. Call on more students

VI. ASSESSMENT TECHNIQUES (N=4)

(2) A. Record a minimum of 1 grade per week per child
B. Follow DCPS grading policy
C. Submit gradebook to principal for review
D. Develop assessment techniques
E. Enter students' names in gradebook
F. Move about room to monitor work
G. Challenge students at a high level
H. Design assessments with a variety of formats and objectives
I. Prepare weekly quiz when developing lesson plans and objectives
J. Grade students on computer tasks of specified intervals and inform them of this
K. Complete pages 263-283 of "Assessment Techniques" in TADS Prescription Manual - submit to peer teacher for review

VII. PROFESSIONAL RESPONSIBILITY (N=1)

A. Complete gradebook
B. Construct new seating charts
C. Turn in lesson plans 1 week in advance

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.